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ABSTRACT

The goal of this project is twofold: first, to improve teacher education by developing a set of competency specifications for the role of school based teacher educators and developing a prototype set of training materials for this role; second, to develop a cooperative network among teacher centers for developing, training, and recognizing the competence of school based teacher educators. For the purpose of clarifying these goals, this document translates them into six specific objectives. These are: (1) specify competencies for school based teacher educators; (2) design a system to assess the demonstration of those competencies; (3) develop and test training systems for selected competencies; (4) survey interests and concerns of teacher centers regarding the school based teacher educator's competency demonstration; (5) organize a network of teacher centers for interaction with project activities; (6) involve selected teacher centers in prototype and field tests of school based teacher educator training systems. This report includes sections discussing the following topics in detail: (1) an overview of the project; (2) competencies, assessment, and resources for school based teacher educators; (3) instructional materials development; (4) building an educational network; (5) external evaluation of the project; and (6) a bibliography of publications on the subject of school based teacher educators. (JD)

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SBTE 12

# SCHOOL BASED TEACHER EDUCATOR Project: Report of Second Year Activities 1976-1977

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SCHOOL BASED TEACHER EDUCATORS

# SCHOOL BASED TEACHER EDUCATOR Project: Report of Second Year Activities 1976-1977

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SECTION I

PROJECT OVERVIEW

Background and Need

In January, 1975, a proposal was forwarded to The Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare, seeking support to accomplish the following goals:

1. To improve teacher education in Texas by (a) developing a set of competency specifications for the role of school based teacher educators and (b) developing a prototype set of training materials for this role.

2. To develop a cooperative network among the Texas Teacher Centers for developing, training, and recognizing the competence of school based teacher educators.

Those goals were translated into six more specific objectives:

1. Specify competencies for school based teacher educators.

2. Design a system to assess the demonstration of those competencies.

3. Develop and test training systems for selected competencies.

4. Survey interest and concerns of Texas teacher centers regarding the school based teacher educator's competency demonstration.

5. Organize a network of teacher centers for interaction with project activities.

6. Involve selected teacher centers in prototype and field tests of school based teacher educator training systems.

With the increased participation of teachers in designing both inservice and preservice teacher training systems and with the CBTE emphasis on performance in school settings, the role of the school based teacher educator had become critical. Yet little effort had been generated to specify needed competencies, to develop training systems based on those competencies, or to recognize expertise in that role.

An additional thrust in the initial proposal was directed toward the burgeoning teacher center movement in the United States, the existence of politically-mandated teacher centers in Texas, and the need to learn more about the processes and dynamics involved in interinstitutional networking.

Defining the SBTE Concept

A school based teacher educator (SBTE) is a professional who has responsibilities for either preservice, inservice, or continuing teacher education and whose primary base of operation is in the elementary or secondary school.

This definition of the school based teacher educator was developed in 1973 and has been adhered to throughout the work of this project. Within that overall conceptualization, four variations of SBTE roles have been delineated:

1. Part-time preservice
2. Full-time preservice
3. Part-time inservice
4. Full-time inservice

These variations are graphically presented in Figure 1, with each cell of the matrix containing several existing supervisory roles illustrating that variation.

Figure 1

SPECIFIC ROLES OF SCHOOL BASED TEACHER EDUCATORS

| | Part-Time | Full-Time |
|---|---|---|
| Preservice | Supervising Teacher of Student Teachers<br>British Tutor | Intern Consultant<br>Clinical Consultant<br>University Supervisor |
| Inservice | Team Leader<br>Department Chairperson<br>Principal<br>Staff Coordinator<br>Professional Tutor | Coordinator<br>Consultant<br>Resource Teacher<br>Instructional Supervisor<br>Curriculum Supervisor |

A more thorough treatment of the development of the school based teacher educator concept can be found in SBTE Publication 2, School Based Teacher Educators: Rationale, Role Description and Research.

Overview of First Year Results, 1975-76

Project funding began on July 1, 1975. Immediately upon notification of the award (in mid-May, 1975), the project directors began meeting on a weekly basis to initiate planning activities. By June 30, 1976, many significant accomplishments had already been achieved.

Project staff had been identified and organized by the date funding commenced. Staff then identified, and solicited the participation of, fourteen prominent Texas educators to serve as a Statewide Advisory Board to the project. The Advisory Board membership is listed below:

ROBERT ANDERSON
Dean, College of Education
Texas Tech University

VIVIAN BOWSER
Teacher, Houston Independent School District

ANNA DEWALD
Chairperson, School of Education
University of St. Thomas
Chairperson, Texas Association of Colleges for Teacher Education;
Chairperson, Texas Council of Deans

DWAIN M. ESTES
Executive Director,
Education Service Center,
Region 20;
Steering Committee, Texas Center for the Improvement of Education Systems

CHANTREY FRITTS
Professor and Head, Department of Education,
Abilene Christian University

ABEL GONZALEZ
Assistant Professor and Director of Financial Aid,
Pan American University

EUGENE JEKEL
Professor, Texas A&I University
Past-President, Texas Association of Teacher Educators

GLENN W. KIDD
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Professional Relations Division,
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Assistant Dean, College of of Education, The University of Texas at El Paso

JOE LIGGINS
Assistant Superintendent for
Staff Development, Houston
Independent School District

JOE M. PITTS
Assistant Superintendent for
Personnel Development, Dallas
Independent School District;
Director,
Dallas Teacher Center

THOMAS E. RYAN
Chief Consultant
Texas Education Agency

TOM T. WALKER
Director of Teacher Education,
Texas Education Agency

Three additional Task Forces were organized to address issue areas that were deemed essential to the success of the project:

1. Competency Identification
2. Training Specifications
3. Recognition System

The primary criteria used in the selection of members for the project Advisory Board and Task Forces were expertise, prominence in the state, and geographic distribution.

In September, 1975, an invitation was extended to each teacher center in the state to send representatives to an organizational meeting. Each year the Texas Education Agency sponsors a teacher education conference, and the SBTE organizational meeting was scheduled to immediately precede it.

More than sixty persons attended the first meeting of the SBTE project on October 26, 1975, in Fort Worth. The purpose of the conference was to disseminate information about project goals and objectives, proposed activities, and expected outcomes.

While initial interest could be expressed by centers at the organizational meeting, each center was expected to obtain formal approval from its governing board for participation in the network. A transparency and audiotape presentation delineating potential benefits and obligations from participation in the SBTE project was prepared and mailed to all teacher centers in an effort to ensure uniformity of information about the project in presentations made to individual governing boards.

Forty teacher centers subsequently joined the SBTE Network. They are listed on page 8, and marked on the map, Figure 2.

The administering body of the project throughout its existence has been the Houston Area Teacher Education Center. The Center's executive board, called the Operations Committee, is composed of eighteen professionals representing the University of Houston, area schools, and professional organizations. Members of the 1976-77 Operations Committee are identified in the following list.

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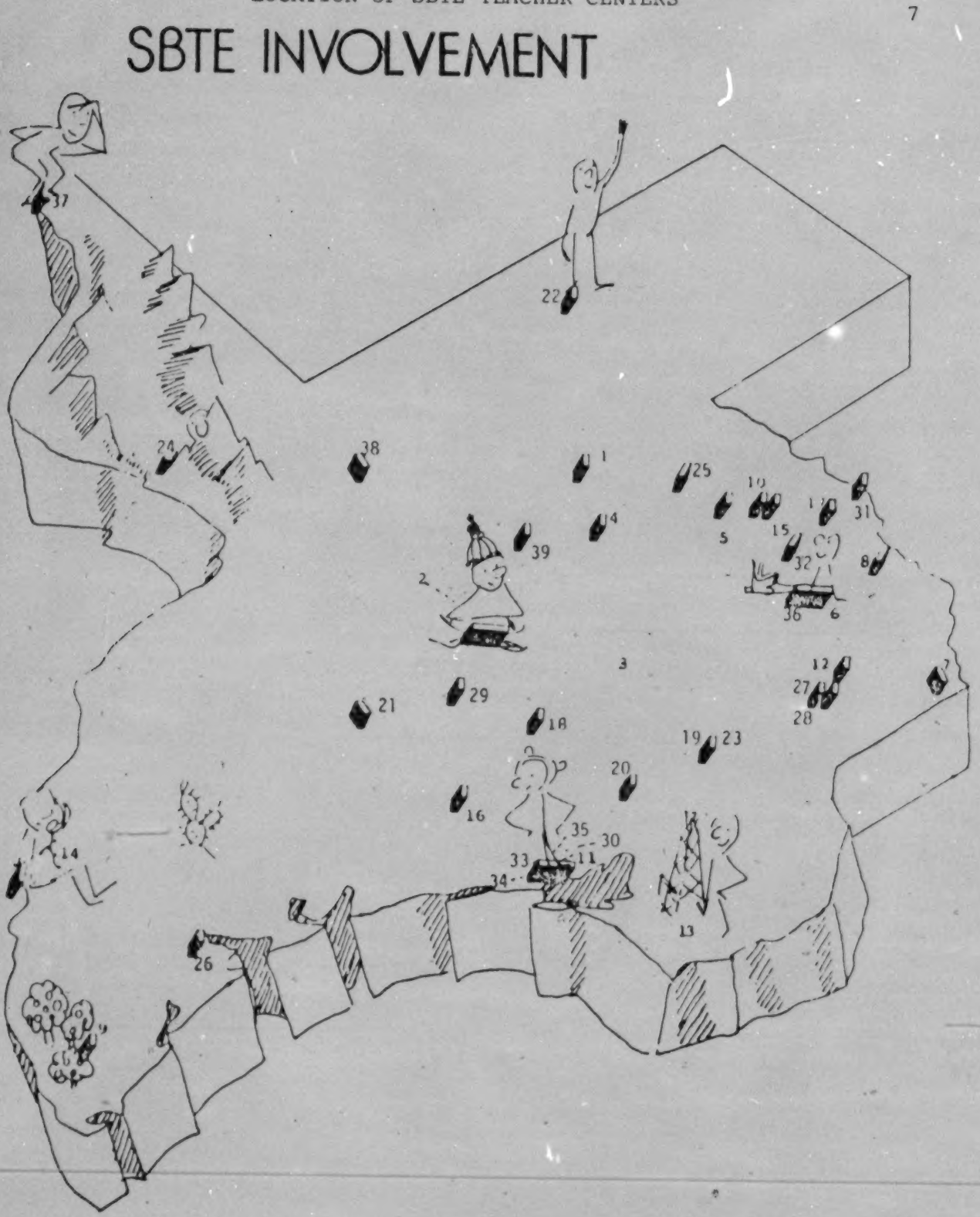
(Past Chairperson)

## SBTE TEACHER CENTER NETWORK MEMBERSHIP

1. Abilene Teacher Center
2. Austin Cooperative Teacher Education Center
3. Brazos Valley Teacher Center, College Station
4. Cen-tex, Baylor University and Paul Quinn College
5. Cleburne Area Cooperative Teacher Center, Keene
6. Dallas Teacher Center
7. East Texas State-Texarkana
8. East Texas State University
9. Edinburg Teacher Center
10. Fort Worth Teacher Center
11. Houston Baptist University
12. Jarvis Christian College
13. Lamar University
14. Laredo Teacher Center
15. Mid-Cities Teacher Education Center-Arlington
16. Mid-Coast Teacher Education Advisory Center, Victoria
17. Midwestern University
18. North Texas State University
19. Prairie View A&M University
20. Region VII, Nacogdoches
21. Sam Houston State University
22. San Antonio Teacher Center, Region XX
23. South Plains Teacher Education Center, Lubbock
24. Stephen F. Austin Field-Based Center
25. Sul Ross State University
26. Tarleton State University
27. Texas A&I University, Kingsville
28. Texas College
29. Texas Eastern University
30. Texas Lutheran College
31. Texas Southern University
32. Texoma Cooperative, Sherman
33. University of Dallas, Irving
34. University of Houston
35. University of Houston at Clear Lake
36. University of St. Thomas
37. University of Texas at Dallas
38. University of Texas at El Paso
39. University of Texas of the Permian Basin, Odessa
40. Williamson County Cooperative, Georgetown

Figure 2

LOCATION OF SBTE TEACHER CENTERS



A set of twenty competencies for school based teacher educators was prepared through an exhaustive process involving an extensive literature review, interviews with persons in similar roles, concept papers on clinical practice, development of an initial list of competencies, review by a national panel of fifty-two experts in the fields of instruction and instructional supervision, analysis of the national panel's recommendations by the Competency Identification Task Force who refined the competency list, completion of a statewide survey of three hundred teacher educators, and finally review and adoption of the revised list by representatives of all teacher centers in the Network. This process is described in detail in SBTE Publication 7, Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analysis.

Concomitantly, the Recognition Task Force was exploring issues related to recognizing the competence, and/or credentialing, of school based teacher educators. Task force members generated a series of these issues and polled teachers, school administrators, and teacher educators from across the state. The results of that poll and a thorough treatment of the issues involved are reported in SBTE Publication 8, Credentialing School Based Teacher Educators: Basis for Decisioning. In addition, forty-nine states and the District of Columbia (Texas excluded) were surveyed to determine whether they had any form of specialized credential for school based teacher educators. The results of that survey are contained in SBTE Publication 3, A National Survey of School Based Teacher Educator Credentialing Process.

Much of the work of the Training Specifications Task Force had to wait for the identification of competencies. But during the project's first year, the Task Force prepared a basic position paper outlining a basic philosophy for SBTE preparation, approved a plan involving a series of five instructional units, and reviewed and approved a set of specifications for instructional unit development. These activities, together with training activities for the second year, are related in greater detail in SBTE Publication 11, Preparing School Based Teacher Educators.

On March 31 and April 1, 1976, more than eighty representatives of Network Teacher Centers convened in Corpus Christi for the first SBTE State Conference. The two-day conference was a working session, with participants reviewing the efforts of all three Task Forces and the project staff, providing input for refinement and direction for future efforts. The efforts and outcomes of the first year are summarized in SBTE Publication 9, Report of First Year Activities.

## Objectives for the Second Year

Much of the project's first year was concerned with groundwork-building activities. The following objectives were established for the second year:

1. To design a training system for SBTE competencies.

2. To involve selected teacher centers in prototype tests of instructional units.

3. To design a system to assess the demonstration of SBTE competencies.

4. To involve Texas Teacher Center Network in project activities and decisions.

5. To disseminate project information to Texas teacher centers and to interested educators.

6. To evaluate the extent to which the project has impacted Texas teacher education.

This present document provides an opportunity to recount the accomplishments of the School Based Teacher Educator Project over the second year of its existence. This section has defined the school based teacher educator, outlined the initial and continuing objectives of the project, and summarized activities of the first year (1975-76) to provide background for second year activities.

Section II relates the development of objectives, assessment systems, and annotations of resources for school based teacher educators. It includes a set of twenty SBTE competencies, describes indicators of attainment for those competencies, provides the background of a self-assessment instrument, and disscusses procedures and criteria for a catalog of commercially available resources to assist school based teacher educators in achieving competence.

Section III outlines the initial development, pilot testing, and revision of five instructional units which comprise the School Based Teacher Educator Series. Section IV reflects on the processes and dynamics of building an educational network--in the case of this project, a network of teacher centers--a consortium of consortia.

Section V reports the external evaluation that compared the project's efforts against its objectives. Finally, Section VI provides a comprehensive listing of materials prepared through the School Based Teacher Educator Project and states plans for continuing their availability beyond the termination of external funding.

## SECTION II

## COMPETENCIES, ASSESSMENT AND RESOURCES FOR SCHOOL BASED TEACHER EDUCATORS

At the beginning of the SBTE project a major need existed to identify supervisory competencies, to provide programs to train for these competencies, and to develop means for assessing the competencies. At that time, there was no delineation of competency-based assessment systems. The project staff directed major efforts toward alleviating these needs.

This section reports the activities relevant to the following three project objectives:

1. Specify competencies for school based teacher educators;

2. Design a system to assess the demonstration of these competencies; and

3. Survey interest and concerns of Texas Teacher Centers regarding the school based teacher educator's competency demonstration.

### Competency and Objective Identification

During the first year of the School Based Teacher Educator Project the Competency Identification Task Force supervised an extensive process to identify the twenty SBTE competencies that were finally accepted. This process is outlined in Section I. The twenty competencies that resulted from this process are listed in Figure 3.

Figure 3

REVISED SBTE COMPETENCY LIST

The School Based Teacher Educator will be able to

1. Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.
2. Assist teachers to gather and utilize relevant data about school, classroom and community environments.
3. Assist teachers to understand and work effectively with different socioeconomic/ethnic/cultural groups.
4. Assist teachers to translate knowledge of current educational research and development into instructional practices.
5. Assist teachers to develop a personal teaching style consistent with their own philosophy.
6. Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.
7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.
8. Assist teachers to design, develop, and maintain environments that facilitate learning.
9. Assist teachers to develop instructional goals and objectives.
10. Assist teachers to develop and/or adapt instructional programs and materials.
11. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.

12. Assist teachers to design and implement personalized learning plans.
13. Assist teachers to develop effective leadership skills.
14. Assist teachers to understand and use effective techniques of classroom management.
15. Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.
16. Assist teachers to develop, implement, and assess continuing individual professional growth plans.
17. Plan and conduct individual conferences with teachers.
18. Recognize the existence of personal problems that affect a teacher's instructional effectiveness and initiate referral processes.
19. Demonstrate effective planning, organizational and management skills.
20. Facilitate research studies on teaching and learning.

---

Objectives, Indicators, and Criteria

Since the twenty SBTE competencies were finalized in May, 1976, the SBTE project staff and consultants worked during 1976-77 to delineate further these competencies. Consultants with expertise related to each competency area were identified and contacted. Each consultant was given a statement of the competency, a common format to follow, and directions on how to complete the task. The format required that the consultants identify objectives, indicators of attainment, and assessment criteria for each competency statement. Objectives were defined as more specific behavioral statements of purpose that were subsets of a given competency. Indicators of attainment were the evidence that the SBTE must do or provide for evaluation to determine if the objective had been achieved. Assessment criteria were the standards used by the evaluator in judging whether the indicator of attainment was adequate to satisfy the objective. The consultants' work was collected, edited, and the results published in SBTE Publication 13, Objectives, Indicators of Attainment and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

An example of objectives, indicators of attainment, and assessment criteria for one competency statement is illustrated in Figure 4.

Figure 4

ILLUSTRATIVE COMPETENCY, OBJECTIVES, INDICATORS, AND CRITERIA

COMPETENCY #7. The SBTE can assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

| OBJECTIVE | INDICATOR | CRITERION |
|---|---|---|
| The SBTE | The SBTE | |
| A. Identifies major diagnostic tests and instruments that are useful in diagnosing students' academic and social development. | | |
| 1. Describes purposes of formal diagnostic instruments. | 1. Given a typical battery of tests used to diagnose students' academic and social development, describes in writing the purpose of the test as well as incidental information which may be gained from test administration. | 1. The purposes and incidental findings stated by the SBTE will be compared for accuracy and completeness to the purposes and incidental findings cited in the test manual. |
| 2. Lists factors involved in instrument selection. | 2. Given case histories of students with behavioral disabilities, lists the factors involved in selecting formal instruments to diagnose student problems. | 2. The factors cited by the SBTE will be evaluated on their completeness and appropriateness to each case history. |
| 3. Administers formal diagnostic instruments and interprets their results. | 3. Given a typical battery of tests used to diagnose students' academic and social development, demonstrates administration of each test to a group of teachers. | 3. Each administration will be judged on its conformation to the administration procedures outlined in the test manual. |

Competency #7, continued

| OBJECTIVE | INDICATOR | CRITERION |
|---|---|---|
| 4. Interprets standardized test data and produces diagnostic profiles for students. | 4. Given a variety of results from a typical battery of tests used to diagnose students' academic and social development, demonstrates to a group of teachers a thorough interpretation of the results of each test. | 4. Each test interpretation will be judged on completeness, accuracy and clarity of presentation. |
| | Given a set of test results for five students who have varying academic and social problems, interprets test results and develops a diagnostic profile for each student for presentation to a group of teachers. | Each diagnostic profile will be evaluated on the degree to which it correctly uses all information provided through test results. |
| 5. Identifies resource personnel available for diagnostic purposes. | 5. Lists in writing all school district and community resource personnel who are accessible for diagnosing student academic and social development. | 5. List is judged according to its degree of completeness and accuracy. |
| B. Uses informal diagnostic and evaluation instruments. | | |
| 1. Composes case studies based on observations. | 1. Following five days of observation time, writes a student case study which reflects significant behaviors demonstrated by that student. | 1. The case history is judged on the clarity and completeness with which it communicates observable behaviors and legitimate inferences. |

Competency #7, continued

| OBJECTIVE | INDICATOR | CRITERION |
|---|---|---|
| 2. Constructs criterion referenced tests. | 2. Given a phase of academic curriculum, devises a criterion referenced test of that curriculum. | 2. The test is evaluated on (a) completeness of measuring curriculum achievement, (b) ease of administration, (c) clarity of items, and (d) objectivity in assessing student results. |
| 3. Develops checklists, rating scales and graphs suitable for measuring specific, observable student behavior. | 3. Given five frequently occurring acted-out behaviors, devises a checklist item, a rating scale item and a graph to measure the frequency with which a particular student demonstrates each behavior. | 3. Each measurement item is assessed on its accuracy in measuring the behavior under consideration. |
| C. Demonstrates task analysis by breaking a given performance into small behaviors, sequencing them and producing a simple diagnostic checklist for use with students. | Given a basic academic skill, develops a diagnostic checklist based on a sequenced task analysis schema. | The checklist is evaluated on its conformation to a complete task analysis sequence and on its projected ability to measure student mastery difficulties. |

The purpose of SBTE Publication 13 was to provide SBTEs with more complete specifications on the intent of each competency statement. By using the objectives, indicators of attainment, and assessment criteria, SBTEs can:

- design learning experiences related to the objectives;
- determine what evidence might be accepted as indicators of objective attainment; and
- apply criteria to assess the level of objective attainment.

Please note that the objectives, indicators, and criteria specifications are not immutable nor do they represent an exhaustive list. Institutions charged with the responsibility of helping SBTEs develop their competence may choose to substitute for certain objectives, indicators, or criteria according to their own perspectives and needs. This is as it should be. These specifications are representative of the intent of each competency statement; they do not represent a complete listing of all possible specifications that could be derived from each competency statement. Viewed from this perspective, the specifications are a resource rather than a set of requirements.

Self Assessment Instrument

In addition to SBTE Publication 13, a companion publication was developed. This publication was SBTE Publication 14, Assessment Instrument for School Based Teacher Educators. The purpose of this self-assessment instrument was to help school based teacher educators identify their strengths and weaknesses with respect to the twenty competencies. Based on this identification of strengths and weaknesses, SBTEs then could select those areas which they wished to develop further competence.

The instrument consisted of sixty-six items designed to capture the essence of the twenty competency statements. For each item the SBTE was asked to assess his/her competence by responding to a five-point scale of agreement, ranging from "strongly agree" to "strongly disagree." If the SBTE responded to a statement by strongly agreeing, that is an expression of considerable self-confidence in the SBTE's ability to perform whatever task the statement describes. Conversely, if the SBTE responded to a statement by strongly disagreeing, that indicates a considerable lack of confidence in the ability to perform whatever task the statement describes. A response in the middle of the scale represented personal uncertainty related to the SBTE's ability to perform that task.

After taking the self-assessment, the SBTE interprets the results and makes decisions about next steps. There undoubtedly would be items that the SBTE would be certain he/she cannot perform. There would also be items in which the SBTE believes he/she has some competence, but not as extensive as desired. Which competencies should the SBTE work on first? There is no easy answer to this question. While the SBTE may lack competence in certain areas, there may be other areas that are deemed more important or more immediate in need. The SBTE must decide where to start by weighing all the relevant factors. If teacher center personnel are conducting workshops, they may be able to assist the SBTE by providing information concerning the relevance of sessions to be offered to competency areas identified through self-assessment.

Illustrative items on the Self-Assessment Instrument appear in Figure 5.

Figure 5

ILLUSTRATIVE ITEMS ON SELF-ASSESSMENT INSTRUMENT

Circle the Number Which Indicates Your Level of Agreement with the Statement.

COMPETENCY ONE

THE SBTE CAN ASSIST TEACHERS TO DEVELOP INTERPERSONAL SKILLS AND EFFECTIVE COMMUNICATION WITH STUDENTS, COLLEAGUES, AND SCHOOL CONSTITUENCIES.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. I can describe factors affecting communication between individuals or groups of people. | 5 | 4 | 3 | 2 | 1 |
| 2. I can demonstrate interpersonal communication skills such as active listening, attending behavior, and reflection of feeling. | 5 | 4 | 3 | 2 | 1 |
| 3. I can design activities that facilitate students' social interaction. | 5 | 4 | 3 | 2 | 1 |

COMPETENCY TWO

THE SBTE CAN ASSIST TEACHERS TO GATHER AND UTILIZE RELEVANT DATA ABOUT SCHOOL, CLASSROOM AND COMMUNITY ENVIRONMENTS.

| | | | | | |
|---|---|---|---|---|---|
| 1. I can describe relevant socio-demographic data needed to help solve problems related to schools, classroom, and community environments. | 5 | 4 | 3 | 2 | 1 |
| 2. I can identify and use appropriate socio-demographic data collection techniques to gather data related to school, classroom, and community environments. | 5 | 4 | 3 | 2 | 1 |
| 3. I can help teachers interpret and utilize socio-demographic data about school, classroom, and community environments. | 5 | 4 | 3 | 2 | 1 |

Resources for School Based Teacher Educators

In an effort to provide substantial support for the School Based Teacher Educator, an SBTE resource catalog was developed. An experienced team of educators researched training aids which would relate specifically with each of the twenty SBTE competencies. Each potential resource selection was individually previewed or used by a team member.

To be selected for the catalog, each item had to meet several criteria. First, it had to contain concrete objectives and to be directed toward specific areas of impact. Each item also had to be accessible and to exhibit what the team members felt was "quality." In addition to a dependable selection of resources, the catalog was coded to facilitate location of a particular competency need by keying each entry to a specific sub-competency.

After all items were selected, each resource entry was double-checked with the publisher to ensure that there had been no change in availability, price, or format. Any items which needed to be were updated; items which were questionable were replaced with more current materials.

The finished SBTE resource catalog contains close to three hundred entries, each exhibiting applicability to at least one of the twenty competencies. The resources vary in format from textbook to audio visual and in difficulty from introductory to advanced levels. This resource was published as SBTE Publication 10, Resources for School Based Teacher Educators.

## SECTION III

## INSTRUCTIONAL MATERIALS DEVELOPMENT

In accordance with objective 3, to develop and test training systems for selected competencies, and objective 6, to involve selected teacher centers in prototype and field tests of school based teacher educator training systems, five instructional units were developed and field tested.

### Conceptual Frame for Unit Development

At the inception of the project, a Training Specifications Task Force was established and given the charge of devising alternative procedures whereby prospective school based teacher educators might be prepared. The Task Force chose to define training as the selection and/or invention of means of bringing about desired outcomes. The Task Force presented the following assumptions at the Spring 1976 Statewide Teacher Center Conference.

The learner in the school based teacher educator training may be a cooperating teacher, a university supervisor, an instructional team leader, or a person filling any number of roles involving instructional supervision. The Training Specifications Task Force considered a variety of implications for training evolving from the varied experiences, assignments, educational levels, interests and levels of commitment of those who would be participants in training. Among those implications were:

...individuals should have the option of participating in training for college credit, inservice credit or non-credit. This has further implications for financing training.

...individuals should have the option of "testing out" of training units by demonstrating the ability to meet the objectives of that unit. Strong emphasis must be placed on objectives and the individual's ability to demonstrate those objectives, with the primary purpose of instruction being to facilitate the progress of the individual toward demonstration of competence. This implies that print materials should be modular in format--including the basic elements of preassessment, instruction and postassessment.

...individuals will bring with them a variety of learning styles, indicating that a variety of instructional means (print materials, audio-visual resources, human resources) must be available for training purposes.

...individuals with varying levels of interest and commitment to training will probably respond best to materials that are written in a clear style (with a minimum of pedagogese) and are attractively packaged.

Nature of the Product of Training

Teaching is a very complicated enterprise. The school based teacher educator is a teacher of teachers--or, if the reader prefers, a facilitator

of teacher learning. The Training Specification Task Force specified certain implications of this overall goal for the training process.

1. Given the goal of a teacher of teachers, the notion of clinical experience as a learning mode seems very important. Clinical experience means direct experience in a given role--such as supervising a student teacher. While some knowledges and skills can be learned through reading, listening, watching, or participating in simulations, others may only really be acquired through direct experience in instructional supervision. And the ultimate demonstration of skill, it seems to the Task Force, must be in real settings of instructional supervision.

2. A teacher of teachers may require some very valuable and desirable characteristics that may, in fact, not be trainable (given the present state of technology) or not be feasible. One example might be positive attitudes toward other teachers and pupils and a dedication to the improvement of instruction. Is it feasible or desirable to expend efforts in this sort of training? Or should certain attitudinal characteristics be part of a selection process for individuals to participate in further training?

Two dimensions necessary to develop effective instructional materials were determined to be content and process.

1. The content dimension includes the knowledge, skills and abilities to be addressed in the design, which are categorized as non-clinical, preclinical, or clinical.

   The clinical category includes those elements of training and performance demonstration which can best be accomplished while an individual is actually performing in a supervisory capacity--direct, hands-on, clinical experience in supervision.

   The pre-clinical category contains those knowledges, skills and abilities which should be prerequisite to actual clinical demonstration. Included within this category might be items such as knowledge of interaction analysis systems, conferencing skills demonstrated in simulated settings, and so forth.

   Non-clinical includes items that may be valuable and desirable for one in an instructional supervision role, but not necessary to the clinical performance of that role. For a preservice school based teacher educator, examples here might be knowledge of Senate Bill 8, or knowledge of the specific student teaching policies of a college or university with regard to length of time, grading policies, etc.

2. The process dimension incorporates the basic elements of modular instruction:

...preassessment based on the objectives of any given portion of training, allowing the individual an opportunity to "test out" of that unit.

...instruction to assist the individual in meeting objectives when he/she has not already demonstrated competence in pre-assessment.

...postassessment to measure the competence of the individual following instruction.

Development Activities

The first year of the project was devoted to the development of the twenty competencies described in Section II of this report. It was not within the resources of the project during the second year to complete training materials addressing all twenty competencies. However, SBTE Publication 10 was developed which annotated materials for all twenty competencies, and second, a training system was designed which cut across the twenty competencies, emphasing the clinical approach to supervision.

To develop a complete, self-contained system that would be useful to Teacher Centers across the state, the following decisions were made relative to the second system:

1. That the training program to be developed during 1976-77 concentrate on a set of "clinician" skills: interpersonal communications (including conferencing skills, both verbal and non-verbal), planning with teachers for direct classroom observation, collecting data from direct classroom observation, analyzing data and making decisions.

2. That a unit would be developed with ideas and strategies for implementation which link all twenty competencies and sub-competencies with ideas and resources that the SBTE could use in developing those competencies through their work with teachers.

3. That a total of five instructional units be developed, and three units pilot tested during 1976-77 so that a complete, integrated training program would be ready by June 30, 1977.

## SBTE Instructional Unit Specifications

The following specifications were written and distributed to unit developers. The staff reviewed specifications with the developers prior to beginning development and kept in close contact during the development and revision process.

The target audience for these instructional units was classroom teachers who are working with student teachers, or teachers assigned to

work with new teachers. For the most part, their supervisory efforts were done on a one-to-one basis. Their time was limited, their orientation pragmatic, their need for positive results great; therefore, the developers were asked to

--be short and succinct in providing written information

--make recommendations practical

--provide explicit illustrations of ways in which theory could be put into practice

--select the most vital areas in their particular expertise and work to develop those, relying on their personal knowledge and research to identify those particulars (keeping in mind that all they know about an area of expertise could not be included in a single instructional unit).

--emphasize the development of knowledge and skills and the application of those knowledges and skills

--be specific rather than general

--include a set of criteria of success for self-assessment

--include a variety of instructional approaches in their unit: e.g., vignettes, problem-solving, slide tape, small group interaction, transparencies for presentation by facilitator, suggestions for panels of teachers who rely on their personal experiences, work-text.

Instructional units were to include provisions for approximately six to eight hours of contact time between participants and a facilitator; spaced in approximately one and one-half to two-hour blocks; and con-

structed so that delivery might also be accomplished in three- to four-hour time blocks.

Instructional units were to be developer-free and include a separate facilitator manual which included the following sections:

Objectives

Learning Activities

Designing the Context

Facilitator's Role and Responsibilities

Potential Problems to Guard Against.

Units were to be original--not using previously published or commercially prepared materials. Writing style in instructional units was to be clear and in the vernacular with a minimum of pedagogese, directed toward the participant as school based teacher educator rather than in the role of the teacher.

Each unit was to include the following three components:

1. An introduction designed to stimulate the interest of the participant in that unit, to establish set, and to provide a rationale for the unit. The introduction should preferably include stimulating techniques such as slide-tape, audiotape, cartoons, vignettes, etc. (Due to the cost and difficulties of compatible hardware, videotapes were discouraged). The introduction should also include:
   a. Objectives for the unit clearly stated and specific in terms of anticipated learner outcomes.

b. Prerequisites (if any) for the unit identified and listed. Prerequisites should be held to a minimum so that each unit and the total package will be self-contained.

c. A clear description of the unit, including learning options (if available) and time estimates associated with each learning activity.

2. Learning activities which

a. Emphasize a one-to-one, supervisor-to-teacher context.

b. Include the following elements for each skill or complex of skills:

(1) The essence of the conceptual content set forth briefly in article format to establish set, communcate a knowledge base, and identify necessary skills.

(2) Opportunities for participants to develop and practice data-based decision making skills through simulation, role-playing, analytical exercises, group discussion, group tasks, or other active involvement techniques.

(3) Opportunities for participants to practice skills in real context.

c. Provide for participants to gather and evaluate feedback on skill demonstration in all skill-oriented learning activities.

d. Specify those activities to be accomplished during contact time and those to be done independently by participants.

3. Post-assessment for each objective, which when successfully completed gives the learner confidence that he has demonstrated

competence related to the area of study. The developer had the option of organizing post-assessment activity-by-activity and/or at the completion of the entire module.

Developers of Instructional Units

Because it reflected the basic philosophy of the enitre program two staff members developed the introductory unit, Exploring Clinical Practice. The developers of this unit were Dr. Allen Warner, an associate director of the project and Director of Field Experiences at the University of Houston, and Ms. Carrol Creswell, a project research associate and Coordinator of Inservice Education for the Houston Area Teacher Education Center.

Dr. Truman Whitfield developed the unit entitled Interpersonal Communication. Dr. Whitfield was an assistant professor in Curriculum and Instruction at the University of Houston. He has an extensive background and numerous publications in interpersonal communication, especially in the area of nonverbal communication.

Dr. Richard Saxe developed the unit entitled Planning. Dr. Saxe was Assistant Dean at the University of Toledo. He has a national reputation in administrative theory and systematic planning.

Dr. Jon Denton developed the two units entitled Data Collection and Data Analysis and Decision-Making. Dr. Denton is Associate Professor and Director of Secondary Teacher Education at Texas A & M University.

He has written extensively in the areas of classroom observation, classroom interaction, and educational evaluation.

## Descriptions of the Five Units

### Unit 1. Exploring Clinical Practice

This unit provides an introduction to and overview of the SBTE instructional program. The primary emphasis is on providing the participants with an opportunity to make a knowledgeable commitment to continue in the program and to help the participants to identify strengths and weaknesses which they might have in relation to the five-step clinical supervision cycle. A filmstrip with audiotape introduces the clinical supervision cycle, and four simulation scenarios give the participant an opportunity to practice the five steps of the cycle. A second filmstrip with synchronized audiotapes describes the four remaining modules in the program to provide the participant with an overview of the materials which are available to develop various clinical strengths.

### Unit 2. Interpersonal Communication

This unit emphasizes the development and demonstration of interpersonal communication skills (both verbal and nonverbal) in a one-to-one, supervisor-and-teacher, context. An introductory filmstrip with accompanying audiotape presents an overview of the various aspects of interpersonal communication. Three additional filmstrips and audiotapes present the concepts of eye contact and facial expressions, territoriality and spatial arrangement, and vocal intonation, inflection and gesturing. Six brief papers are assigned for participants to read and discuss.

These papers deal with perceiving and responding with empathy, warmth, respect and concreteness in a nonthreatening manner and with using clarification processes to enhance communication.

In addition to the audiovisual presentations and papers, three simulation activities are included to give participants insight into the more subtle aspects of interpersonal communication skills.

Unit 3. Planning

This unit emphasizes joint supervisor-teacher goal setting and joint decisions on specific data to be collected by the supervisor through direct classroom observation. Participants learn to handle simulated planning problems through the construction of a force field analysis, a Gantt Chart, and a PERT chart.

Two problems, one dealing with a student teacher and one dealing with a new teacher, are presented on audiotape to assist participants in developing planning skills. Participants may select one or both of these problems to work through as a group planning task.

Unit 4. Classroom and School Data Collection Procedures

Many observational data collection schemes have been developed to sample various aspects of teacher-pupil interaction. This particular unit provides an overview of some of those available to the school based teacher educator in four sections. Part 1 deals with a variety of ways of collecting objective classroom data. The techniques include audio and video recordings, classroom interaction matrices, seating pattern

charts, and informal observation instruments for recording selected verbatim data. In Parts II and III, participants deal with instruments designed to collect data about school organizational climate and pupil perceptions of classroom practices. Part IV explores the place of criterion-referenced testing in an instructional program. A number of activities supplement the written instructional materials contained in each of the four parts.

Unit 5. Data Presentation and Analysis

Once data have been collected, they must be analyzed, made meaningful, and communicated to the teacher in a way that permits the teacher to make plans for future personal professional growth. This unit describes five modes for presenting data, including frequency distributions, graphs, matrices, classroom maps, and verbatim transcripts. The sections on data analysis describe two simple statistical techniques for analyzing classroom data--chi-square and sign tests--and include activities that provide practice for participants to analyze collected data in terms of the goals of the observation. Eight activities provide participants with the opportunity to practice the skills developed in the program.

## Pilot Tests of Instructional Units

Pilot tests of three of the instructional units, Exploring Clinical Practice, Interpersonal Communication, and Planning, were conducted at six locations in Texas. The dates and times of the pilot tests were scheduled by the staff of the teacher centers conducting the pilot tests.

Most of the participants in the pilot tests were acting classroom supervisors of student teachers. Many were asked to participate while their student teachers taught in their classes. Others attended pilot tests after their regular school duties. Their attitudes were enthusiastic, and they expressed high interest in the activities of the units. They considered the materials to be relevant to their situations and most expressed an interest in working through the revised editions of the modules. The following table lists the locations of the pilot tests, the approximate dates of the tests, the facilitators and the number of participants.

Figure 6

PILOT TESTS OF SBTE MATERIALS

| Location and Approximate Date of Pilot Tests | Facilitators | Modules Tested | Number of Participants |
|---|---|---|---|
| December, 1976<br>McAllen, Texas | Mrs. Amadita Muniz | Interpersonal Communication | 15 |
| December, 1976<br>Harlingen, Texas | Dr. Thomasine Taylor | Exploring Clinical Practice and | 30 |
| | | Planning for SBTEs | 30 |
| December, 1976<br>Tyler, Texas | Dr. Joanna Martin<br>Texas Eastern University<br>and<br>Dr. Dorothy Scott<br>Tyler ISD | Exploring Clinical Practice and | 12 |
| | | Planning for SBTEs | 12 |
| December, 1976<br>Dallas, Texas | Mrs. Quintenelle Robertson<br>Dallas Teacher Center | Exploring Clinical Practice and | 16 |
| | | Interpersonal Communication | 16 |
| January, 1977<br>Abilene, Texas | Dr. Chantrey Fritts<br>Abilene Christian University<br>and | Planning for SBTEs | 12 |

Figure 6 Continued

| | | | |
|---|---|---|---|
| | Mr. Bill Bradshaw<br>Abilene Teacher Center | | |
| February, 1977<br>Pasadena, Texas | Ms. Carrol Creswell<br>Houston Teacher Center | Exploring Clinical Practice and<br>Interpersonal Communication | 16<br>16 |

Pam Buckley, a member of the SBTE staff, conducted ethnographic evaluations on site visits to the pilot test locations. She conducted interviews with all of the facilitators, observed the resource organization at all locations, and interviewed a majority of the participants at the locations. At McAllen, Abilene, and Pasadena, the evaluator observed the on-going pilot tests.

The following is a summary of suggestions and comments given by the facilitators and participants:

Exploring Clinical Practice Module

1. The slide-tape presentation needs to be streamlined to clarify the five-step Teacher Clinician Cycle. The stop in the slide-tape and the worksheet exercise should be revamped or eliminated to expedite the module activities.

2. The section on self-assessment needs to be revised. It is not clear and is too spread out in the manual.

3. All twenty competencies (pp. 12-13) should be listed more concisely.

4. Most participants felt an aversion to the use of the word "client" in the written materials.

5. Over-all reactions were highly positive. However, there are grammatical errors to be corrected, excess words to be trimmed, and the facilitator's manual needs revision.

6. A role definition of the SBTE is not coming across as clearly as it should.

7. A glossary and a Table of Contents are needed for clarification.

Interpersonal Communication Module

1. The slide-tape presentations were unavailable for the earlier pilot tests, and this was felt to hamper delivery.

2. Part of the directions and questions for the "Win-or-Lose" game were missing. This caused confusion and a sense of vagueness. However, the relevance of the game to the role of the SBTE is questioned even with all of the directions included.

3. It was suggested that several additional interpersonal communication games could be included to give the facilitator a choice of activities.

4. The readings were appropriate for the activities according to the participants; however, some felt the content was somewhat repetitious.

5. Page number references for the readings either should be included in the manuals or the readings or should be placed closer to the relevant activities.

6. The facilitator's manual needs to be reorganized for ease of use.

7. A role definition of the SBTE is not coming across very clearly.

8. The module lacks congruency to supervisors of student teachers or personnel involved with inservice training.

9. The importance of eye contact, territoriality, and non-verbal communication cues were brought out very well, and a majority of participants expressed appreciation for being made aware of these elements in interpersonal communication.

10. A glossary and a Table of Contents are needed for clarification.

Planning for SBTEs

1. The facilitator's manual needs page references and revision of format.

2. The Force Field and Gantt Chart were particularly effective and found to be highly useful.

3. The SBTE role is not being clearly defined.

4. Everyone reacted positively to the "Alice in Wonderland" theme.

5. There is too much material to cover in the suggested time allotment.

6. A glossary and a Table of Contents are needed for clarification.

An additional evaluation of the pilot tests was conducted by Dr. Gene Hall and Dr. Susan Loucks of the Research and Development Center at the University of Texas. Questionnaires were given to the facilitators and participants and collected during the site visits. A copy of their complete evaluation report is included in SBTE Publication 11, Preparing School Based Teacher Educators.

All five of the instructional units were presented at the second School Based Teacher Educator Teacher Center Conference which preceded the Annual Conference of the Texas Association of Teacher Educators. The pre-conference was held at the Shamrock Hilton Hotel in Houston on March 21, 1977. Those in attendance had an opportunity to engage in hour-long sessions in their choice of three of five of the units. Unit developers and personnel from pilot test sites joined project staff in presenting selected portions of each unit.

Revisions of Instructional Units

The response from participants and facilitators was highly positive. However, they did suggest several improvements which were considered during the revision process. On the basis of these suggestions and further analysis by the project staff, changes were made on all five of the units.

General revisions on all five units included changing slides into filmstrips to reduce production costs; re-recording all audiotapes using the facilities of KUHF radio station on the University campus to insure high quality sound; employing a professional narrator to record the tapes; replacing the reference to "module" with the word "unit" throughout the materials; employing a professional artist to redesign the participants' manuals, changing size, color, cover design, and format; and combining the five facilitators' guides into one manual with a revision in format.

Specific revisions were made in each of the five units. The feedback from the pilot tests indicated that the introductory Exploring Clinical Practice unit was not as well-received as the other units because of less participant involvement. The activities were revised to encourage more active involvement of the participants. In addition, the simulation activities were revised to emphasize the five steps in the clinical supervision cycle. A glossary was added to insure common agreement of terms.

The Interpersonal Communication unit was edited, and minor changes were made in the audiotape scripts. The simulation game "Win-or-Lose" was eliminated as one of the required activites.

The Planning unit was revised to make more of a definite distinction between planning with individuals and planning with groups. Additional editing of directions and narration was completed.

The name of the fourth unit was changed to School and Classroom Data Collection to represent more accurately the range of data collection instruments included in the unit. The name of the fifth unit was changed to Data Analysis and Presentation to represent more accurately the revised content of the unit. The analysis section was expanded to provide participants with an opportunity to practice analyzing the classroom data using a series of predetermined observation goals. The format was changed and additional materials were added on the use of verbatim transcripts. The section on decision-making was eliminated.

Descriptions of Systems Sent to Teacher Centers

All teacher centers in the SBTE network and the developers received one complete training package consisting of:

I. Five participant manuals

1. Exploring Clinical Practice
2. Interpersonal Communication
3. Planning
4. Classroom and School Data Collection Procedures
5. Data Analysis and Presentation

II. Five filmstrips

1. "Exploring Clinical Practice"
2. "Introduction to Interpersonal Communication"
3. "Eye Contact and Facial Expressions"
4. "Territoriality and Spatial Arrangement"
5. "Vocal Intonation, Inflection and Gestures"

III. Seven audiotapes

1. "Exploring Clinical Practice"
2. "Introduction to Interpersonal Communication"
3. "Eye Contact and Facial Expressions"
4. "Territoriality and Spatial Arrangement"
5. "Vocal Intonation, Inflection and Gestures"
6. "Sharon's Lament"
7. "Ray Port's Complaint"

IV. One facilitator's manual

Future Distribution

Future copies of participant units will be made available for the cost of production and handling. Funds for such transactions will be coordinated through a special revolving account contained within the University of Houston budget system, and locally audited. Prices for units will be based on cost of printing, distribution, and handling. A brochure is being developed to be distributed nationally and internationally to colleges and teacher centers to communicate the availability of the materials. Upon request, an annual accounting of the income and expenses of the account will be made available to the Fund for the Improvement of Postsecondary Education.

# SECTION IV

## BUILDING AN EDUCATIONAL NETWORK

The second major goal of the SBTE project was

> To develop a cooperative network among the Texas Teacher Centers for developing, training, and recognizing the competence of school based teacher educators.

This goal was translated into Objective 5: Organize a network of teacher centers for interaction with project activities. It was our assumption that the SBTE role was too important to become a local concern. Second, expertise from across the state was essential to completing the goals of the project. Third, the development of the SBTE was perceived as important by educators in Texas. Thus, from its inception the project has relied on state-wide leadership involved in an informal SBTE network.

A description of the processes and criteria used in organizing the Network may be found in Section II of SBTE Publication 9, School Based Teacher Educator Project: Report of First Year Activities, 1975-76. The description which follows chronicles events in the spring, 1977, as the teacher center Network explored more formal organization.

### Initial Discussions

On March 30, 1977, the State Advisory Board discussed the implications and procedures for establishing a state network of teacher centers. After considerable discussion, it was decided to make this question a major focus of action at the Network meeting to be held the following morning.

The following minutes summarize the nearly three hours of discussion on the topic at the meeting of eighty network representatives on March 31, 1977.

1. Should the network be continued?
   a. All said yes
   b. Items of discussion - how were we defining a network
2. What could a network do that individual centers could not?
   a. Network would have more input, sharing of ideas
   b. Network might lobby with legislature
   c. Reciprocal recognition system for quality supervision in the state
   d. Criteria for quality college supervisors
   e. Self-governance
   f. Each Teacher Center would be more in tune with federal funding opportunities.
3. How should network be organized?
   a. Leadership

      governance committee of each teacher center, meet once each year; a smaller steering committee (8-15), meet twice a year.

      -public school representation=university people, a balance

      -executive secretary

      tie in with professional organization (TSTA, TATE)

      -identify criteria for leadership

      -public school people don't want to tie in with a parent organization

      elect some officers to provide leadership

-more people seemed to support idea of an independent, non-affiliated network

-several supported TATE as a parent organization

-take advantage of some combination of independence and association which meets concurrently with an established organization

b. Communication

-newsletter

-conferences

-regional service centers

c. Activities

-with funding teacher center could assume responsibility for inservice training (10 days)

d. Expenses

-assessment of members to finance network

-$1.00 per supervising teacher paid to the network

4. Next steps

a. Task force to incorporate suggestions and give to SBTE project staff for dissemination.

b. Task force to set up some planning guidelines and recommend directions to network.

How will task force be identified?

Four ways were identified:

a. Balance of role groups— professional associations, schools, and universities;

b. Geographically distributed

c. Current SBTE Advisory Board; and

d. SBTE Advisory Board identify criteria and membership in the task force which would in turn make recommendations to teacher centers in the Network.

The fourth alternative was selected through vote of those at the Network meeting.

During the afternoon of March 31, eight members of the SBTE Advisory Committee met as directed by the Network. They established criteria for membership on the Task Force with the responsibility of developing a set of Bylaws. They recommended the Task Force be composed of four school administrators, four university representatives, four teachers and professional association representatives, one regional service center representative, and one representative from Texas Education Agency. Second, they recommended that such a Task Force meeting not be financed through SBTE project funds to indicate its independence from previous efforts.

The Task Force membership included the following persons. Lee Self was elected to facilitate the first meeting.

Figure 7

NETWORK ORGANIZATIONAL TASK FORCE

Professional Organizations
Bill Bradshaw-Abilene Public Schools
Annette Bailey-South Texas
Dora Scott-Houston Public Schools
Glenn Kidd-Texas State Teachers Association

School Districts
Joe Pitts-Dallas Public Schools
Bob Bartay-Galena Park Public Schools
Greg Esparza-Brownsville Public Schools
Paul Kirby-Austin Public Schools

College and Universities
Bob Anderson-Texas Technological University
Bill Sanford-Texas A&I University
Lee Self-Lamar University
Tom Cleaver-University of Texas-San Antonio

Texas Education Agency
Tom Ryan

Regional Service Center

Dwain Estes-San Antonio

Robert Houston was asked to facilitate the Task Force meeting by preparing a set of questions which might guide the development of a set of Bylaws and procedures for a network. These were communicated to the Task Force named above in an April 18, 1977 memorandum, which is reproduced on the following pages as Figure 8. Also included in that memorandum was an "Introduction to Educational Networking" by Ray Lewis and Russell Garth.

Figure 8

**University of Houston**
HOUSTON, TEXAS 77004

Teacher Center
College of Education

TO: Task Force Making Recommendations About Teacher Center Network

FROM: W. Robert Houston

DATE: April 18, 1977

Attached is a guide to networks prepared by Ray Lewis and Rusty Garth which may be useful in your efforts on April 26, 1977 in San Antonio, The meeting is still scheduled at Region XX, 1550 N.E. Loop 410, beginning at 10:00 a.m. Using the five categories of concerns noted by Lewis and Garth, attached are several questions you may wish to consider prior to the 26th, and in the meeting that day. These questions may also stimulate others which need to be posed. Also attached are the notes from the SBTE network discussion on March 31.

1. Rationale

   a. What is the area of concern which motivates the need for linkages?
   b. What can a network accomplish that could not better be accomplished otherwise?

2. Membership

   a. Is membership to be limited to current teacher centers in the SBTE network, or should it be open to others?
   b. Any specifications for membership in the network (such as having representation from schools, colleges, and professional associations; or having responsibility for preservice education or inservice education or both).
   c. How is teacher center to be defined? Does it include NEA-type teacher centers? School district organized? Others?
   d. How is initial membership identified? How are new members added?

3. Functions

   a. What are the goals and objectives of the network?
   b. What services should the network provide to meet members needs? Activities of the network?
   c. How are services delivered and by whom?
   d. Should there be regular meetings of the membership, and if so, should they be scheduled in conjunction with conferences that are regularly scheduled (such as fall TEA or spring TATE/TACTE)?

EQUAL OPPORTUNITY EMPLOYER

4. Organization

   a. Size and composition of a Board of Directors? Geographical distribution? Role distribution? Urban-Rural mix?
   b. Process for selecting Board members?
   c. Board meetings--how often and when?

5. Commitment

   a. To what extent should members be committed to the network (federation or alliance or _____)?
   b. Financing network activities? Dues or assessments based on _____ (number of student teachers; size of school districts; other)?
   c. Should fiscal support be sought through external funding?

Figure 8 Continued

INTRODUCTION TO EDUCATIONAL NETWORKING

Rusty Garth
Ray Lewis

I. Educational Networking

Coordinated interaction among educational practitioners sharing a particular set of similar interests.

II. Functions Performed by Educational Networks

A. Communication - information exchange among network participants which facilitates effective linkages. Information may also be exchanged with potential network members.

B. Technical Assistance - program improvement through mutual assistance among network participants as well as with assistance from outside consultants and advisors.

C. Research and Development - data collection, analysis, and documentation which contributes to program evaluation and improvement. Often involves experimentation with program improvements.

D. Dissemination - informing various external audiences about the processes and outcomes of the network and its individual members.

E. Advocacy - seeking to expand and further legitimize the activities common to the network members. May involve seeking to affect administrative and legislative policy-making.

F. Funding - jointly pursuing strategies for financial support for individual network members as well as the network itself.

III. An Educational Networking Continuum: From Informal to Formal

Here are some fo the variables which help in distinguishing among various networking models.

A. Contact among members

1. Nature
Phone, written, face-to-face, visits, joint efforts toward common product, etc.

2. Frequency
Seldom - often, sporadic - planned, etc.

B. Commitment to the Network

1. Time contributed by personnel from member institutions

2. Leadership responsibilities assumed by members

3. Financial contribution to network operations

C. Organizational Structure

1. Network activities directed by one member

2. Network activities shared by members

3. Network activities directed out of separate office and with staff

IV. Major Networking Concerns

A. Rationale: What is the area of common concern which motivates the need for linkages?

B. Membership: With whom do you seek to establish linkages?

C. Functions: What services should the network provide to meet members' needs?

D. Organization: What type of structure best accomplishes this?

E. Commitment: What is the level of commitment by members to the network?

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First Draft of Bylaws

Eleven persons participated in the Task Force meeting in San Antonio on April 26, 1977. These included Bob Bartay, Galena Park Independent School District; Bill Bradshaw, Abilene Teachers Association; Tom Clever, University of Texas at San Antonio; Dwain Estes, Region Service Center XX; Margaret Jannensen, Texas State Teachers Association; Paul Kirby, Austin Independent School District; Bill Sanford, Texas A&I University; Joe Pitts, Dallas Independent School District; Thomas Ryan, Texas Education Agency; Dora Scott, Houston Teachers Association, and Bob Houston, University of Houston. A death in the family preculded Lee Self from attending and Bob Houston was asked to chair the meeting.

The following process for organizing the Network was adopted by the group.

1. First draft of Network bylaws drafted by task force on April 26, 1977.

2. Draft reviewed by representatives of teacher centers who make recommendations for revision. These were communicated to the Network Task Force by June 15, 1977.

3. Based on those reactions, the Task Force revised the Bylaws on June 24, 1977 in a meeting held in Austin.

4. The revised Bylaws are to be distributed in September, 1977 to each teacher center, requesting centers to commit themselves to membership.

5. The first Network meeting will be in conjunction with the TEA fall teacher education conference, tentatively scheduled for November 6-8, 1977 in Dallas.

Bob Bartay, Galena Park Independent School District, shared with the Task Force a draft of Bylaws he had written to be used as a guide to development of the Network Bylaws. Each section was hotly debated, and finally a draft was written which was acceptable to the Task Force.

The draft of Bylaws was mailed to the directors of the forty teacher centers in the Network on April 27, 1977, with the request that they review it, have their teacher center boards analyze the Bylaws if possible, and return their comments and suggestions by June 15, 1977. It was felt that these Centers which were potential members of the evolving Network should have input into the process at every stage of development.

Revised Bylaws

On June 24, 1977 the Task Force met at Texas State Teachers Association headquarters in Austin to revise the Bylaws based on input from teacher centers. Each recommendation was carefully weighed and in most cases incorporated into the Bylaws. The revised set of Bylaws are reproduced on the following pages along with a draft of a letter to be mailed to Teacher Centers in August, 1977. The draft was mailed to Task Force representatives and is being approved by the Task Force as this report is being written.

Figure 9

PROOFREAD LETTERS TO TEACHER CENTERS, AUGUST, 1977

(To directors of Teacher Centers)

Last April 1, representatives from Teacher Centers in the SBTE network voted to explore the formation of a state network of teacher centers. A committee of fourteen persons was asked to develop plans for the network. Ten of them met in San Antonio on April 26, 1977 to draft a set of Bylaws and processes for refining them. These were mailed to teacher centers with the request that any recommendations be made by June 15, 1977. On June 24, thirteen persons met at TSTA headquarters in Austin to refine the Bylaws based on your feedback.

The revised set of Bylaws is attached. These will serve as a framework for organizing a Texas Network of Cooperative Teacher Centers.

The organizational meeting will be held sometime during the fall teacher education conference at the Dallas Hilton Hotel, November 6-8, 1977. The purpose of that meeting will be to (1) constitute the charter membership of the Network; (2) consider and adopt the Bylaws; (3) elect officers, and (4) carryout any other business or professional activities as might be deemed appropriate. The specific time and location of that meeting will be announced later as TEA plans for the conference are completed.

This is an invitiation to your teacher center to become a charter member of the Network. If you accept, please do two things: (1) notify

me of your interest, and (2) send up to four delegates to the conference.

Should you have any questions, please feel free to contact any of the persons participating in the initial pre-organizational development of the Bylaws. Our names are listed below.

Sincerely,

W. Robert Houston
Temporary Chair

WRH/jg

cc: Robert Anderson, Dean, College of Education, Texas Tech University
Robert Bartay, Assistant Superintendent, Galena Park Ind. School District
Dora Scott, President, TSTA District IV and teacher, Houston
Thomas Ryan, Texas Education Association
Joe Pitts, Assistant Superintendent, Dallas Ind. School District
Glenn Kidd, Texas State Teachers Association
Margaret Jannensen, Texas State Teachers Association
Tom Clever, The University of Texas at San Antonio
Paul Kirby, Director of Staff Development, Austin Ind. School District
Dwain Estes, Executive Secretary, Region XX Service Center
Bob Houston, Associate Dean, University of Houston
Lee Self, Lamar University
Bill Sanford, Texas A&I University

# TEXAS COOPERATIVE TEACHER CENTER NETWORK

## BY-LAWS

### Section 1

### PURPOSE

To provide opportunities for cooperative interaction among teacher centers concerned with;

a. programs and procedures for improved pre- and inservice professional development;

b. credentialing of education professionals, including school based teacher educators and paraprofessionals; and

c. advocacy of and support for, research and development efforts leading to improved professional development practices.

### Section 2

### MEMBERSHIP

The Network shall be composed of those teacher centers in Texas that apply, meet Network-required qualifications, and have been admitted to membership by a majority vote of the General Delegate Assembly.

To qualify for membership the teacher center shall agree to:

1. abide by the Bylaws of the Network;

2. financially support the Network by the payment of all required dues;

3. work cooperatively through this Network with other teacher centers to improve teacher education, both preservice and inservice; and

4. support and participate in Network activities.

### Section 3

### ORGANIZATION

3.1 The governance structure of the Network shall consist of an Assembly and a Board.

(A) A General Delegate Assembly composed of (1) four voting delegates from each member teacher center, one of whom shall represent the

organized profession, one the public schools, one the colleges/universities, and a fourth delegate designated at large by the governing board of each teacher center, and (2) ex officio representatives of the Texas Education Agency and other organizations seeking such representation, as approved by the Executive Board on an annual basis.

(B) An Executive Board, composed of the five officers of the Network and six other elected members. The officers of the network shall be:

(1) President,

(2) President-Elect,

(3) Past President,

(4) Secretary, and

(5) Treasurer.

The President-Elect, Secretary, Treasurer and other Board members shall be elected annually at the fall meeting from the General Delegate Assembly by a majority vote of the voting delegates. There shall not be more than one officer and/or Board member from any one teacher center.

Board members other than officers shall be elected to two-year terms. To stagger the terms of the Board members, in the first year three will be elected for a one-year term. Board members and officers, excepting the President, Past-President, and President-Elect, may succeed themselves in office if reelected. Officers and Board members must maintain eligibility by continuing their participation in local teacher center activities during their term of office.

Vacancies that occur on the Board may be filled by election at the next General Delegate Assembly. In the event the vacant office is President, the President-Elect or Past-President, in that order, shall assume the office.

3.2 The Network shall be financed by pro rata assessment of member Local Cooperative Teacher Education Centers based on the number of supervisors of student teachers for which the Center received compensation from TEA for the previous year. During 1977-1978, this assessment would be $.25 per supervising teacher based on the 1976-1977 TEA report. This would be raised by $0.25 each year to a maximum of $1.00 per supervising teacher, provided the General Delegate Assembly approves such increase. Other centers shall be assessed a membership fee to be determined in each case by the Executive Board.

## Section 4

## MEETINGS

4.1 The General Delegate Assembly shall meet twice each year. There shall be a Fall meeting to be held in conjunction with the Texas Education Agency fall conference on teacher education. There shall be a Spring meeting to be held in conjunction with the meeting of the Texas Association of Teacher Educators/Texas Society of College Teachers of Education.

4.2 The Executive Committee shall hold four meetings each year.

Special meetings of the Executive Committee may be called by the President. A quorum shall consist of a majority of the Executive Committee membership.

## Section 5

## AMENDING THE BYLAWS

Network Bylaws may be amended by two-thirds of the voting delegates present at a General Delegate Assembly, provided the proposed amendment had been submitted to the Executive Board 30 days prior to the Assembly meeting and distributed to all member teacher centers.

Planning for Teacher Centering

Early in 1977, it became evident to members of the Advisory Board and the staff that assistance was needed by many engaged in teacher centering to establish, organize, and develop such a center. Dr. Dwane Kingery, J. C. Matthews Chair for Higher Education, North Texas State University, was asked to prepare such a document. Dr. Kingery has been active in the teacher center movement from its beginning, and knows the planning process both from a conceptual as well as a practical standpoint. His unique perspective resulted in a highly readable and useful document which was published as one of the papers on the project, SBTE Publication 15, Implementing the School Based Teacher Educator Program in Teacher Centers.

Financing Teacher Centers

In 1969, Senate Bill 8 provided resources for student teaching in Texas. For up to seventy percent of student teachers, the Texas Education Agency began paying supervising teachers $200 each for assuming this important role and $50 each to their school district for administration of the program and for inservice education of supervising teachers. In 1973, the joint responsibility for teacher education was strengthened by the State Board of Education which mandated teacher centers in the state. Every preparation program in Texas was required to seek advice on teacher education from its related teacher center. The center was to be composed of representatives of participating schools, professional organizations, and colleges or universities. While mandated, teacher centers are still in formative stages.

During initial discussions in the SBTE Network, it became evident that teacher centers were highly restricted by a lack of any fiscal base. Colleges were supported by tuition; school districts received Senate Bill 8 funds; professional associations were unfunded for teacher education, and so were teacher centers. The charge to teacher centers was great, the resources nil. The Board decided to institute legislative action to provide needed resources that in turn would strengthen the SBTE.

We were joined early by the Texas deans of colleges of education, TSTA, Texas Association of Teacher Education, and other strong educatonal groups. TSTA agreed to write and secure sponsors for such a bill. In the House, HB 1538 was sponsored by Representatives Hale and Kubiac. In the Senate, Senator Mauzy sponsored SB 1034. This teacher center measure almost passed during the 1977 session. The House Sub-committee unanimously endorsed it, the House Committee on Education supported it, and the House passed it. The Senate Committee on Education passed it, but it died without reaching the floor for a vote as both bodies grappled with the school finance bill as the deadline for the legislative session approached. The school finance bill to support all elementary and secondary education in the state did not pass as the session ended; a special session is to be called later this summer to deal with that vital measure. However, the time and energies of teacher center bill sponsors were devoted totally to attempting to save the finance bill in the waning hours of the legislative session. We were encouraged by the general support of educators and legislators throughout the state for this bill and look toward a new session in two years.

The teacher center bill as written modified portions of Senate Bill 8. Only the major changes are shown in capital letters in the following page reproduced from the bill.

TEXAS LEGISLATIVE SERVICE

Introduced by Kubiak and Vale H.B. 1538

7--220

A BILL TO BE ENTITLED

AN ACT

relating to the financing of Student Teacher Centers and amending Section 11.311 Texas Education Code as amended; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Sec. 1. Section 11.311, Texas Education Code, as amended, is amended to read as follows:

Sec. 1[illegible]dent Teacher Centers

[illegible]udents facilities and

[illegible]ement for suc[illegible] [illegible]al salary

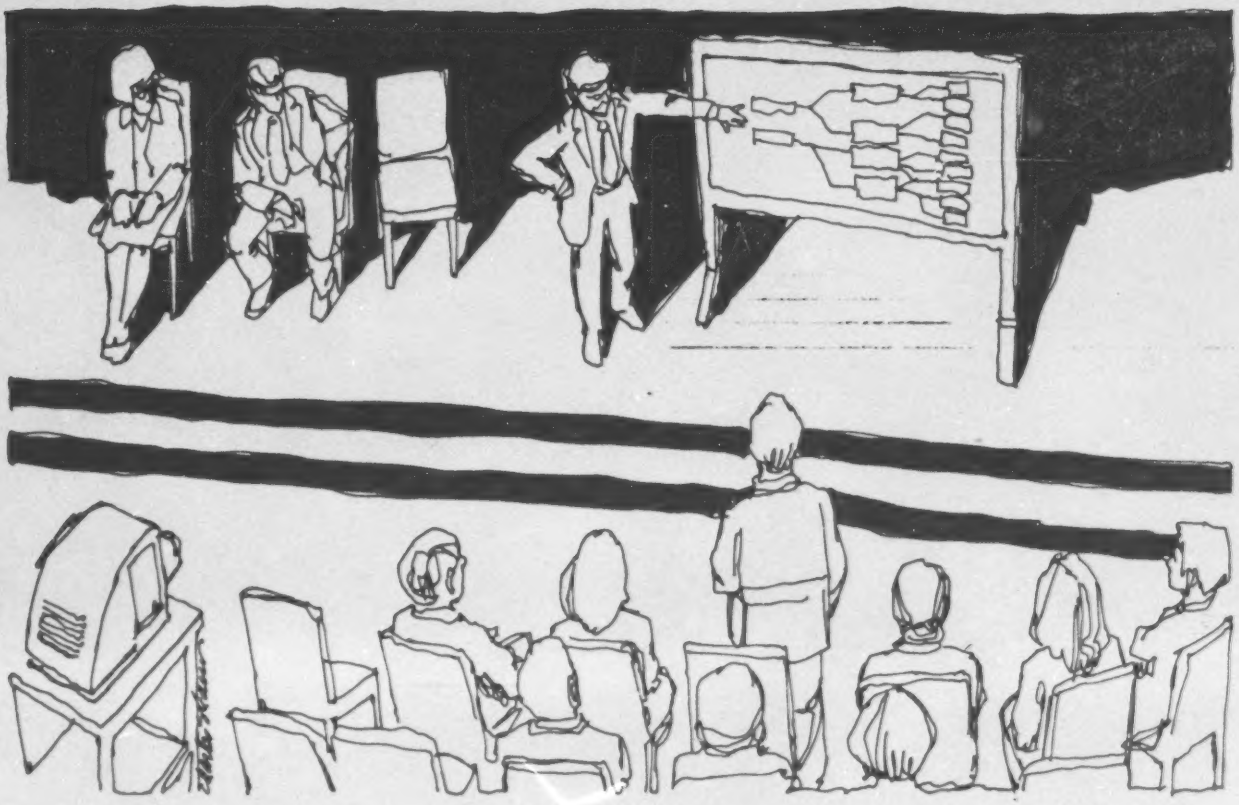
st[illegible] [illegible] pre[illegible] [illegible]all be paid to such supervising teacher. In [illegible] one district the sum of $200 ~~($50)~~ per each supervising teacher of which 25 percent shall be retained by the district to cover administrative costs and of which 75 percent shall be allocated to Local Cooperative Teacher Education Centers and paid to their respective fiscal agents on the basis of the number of student teachers or teacher interns placed by the district in each Local Cooperative Teacher Education Center ~~(usable to assit in meeting the costs incurred in providing facilities for student teaching)~~. Local Cooperative Teacher Education Centers shall use the funds for meeting the operating costs of such centers and for providing the in-service education and supervisory assistance to the teachers who serve as supervisors of student teachers as required in Subsection (c). The funds shall be budgeted and expended in accordance with the policies established by the governing board of the Local Cooperative Teacher Education Center in compliance with guidelines established by the State Board of Education. This total, $400 ~~($250)~~ per supervising teacher shall be paid from the ~~(Minimum)~~ Foundation School ~~(Program)~~ Fund; this cost shall be considered by the Foundation School Fund Budget Committee in estimating the funds needed for Foundation School Program purposes. The total number of supervising teachers to receive the additional increment herein provided shall never exceed 70 percent of the total number of student teachers enrolled in the practice teaching program.

Section 2. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended, and that this Act take effect

Project Impact

One of the objectives of the second year of the project was "to evaluate the extent to which the project has impacted Texas teacher education." The external evaluation by Gene Hall and Sue Loucks presented in Section V clearly establishes this impact. The breadth of activities and outcomes described in this and previous sections clearly attests to this impact.

But after this report was prepared and before it was duplicated an article appeared in the official journal of the Texas State Teachers Association, The Texas Outlook, July, 1977. The article was written by Debbie Turner, a journalist for the Outlook, with whom the SBTE staff had had no contact--thus her article puts this project in perspective with other activities in the state. The marked passages refer to this project.



# Teacher Center Movement in Texas

*Although teacher centers seem to vary in every possible aspect, they do have a common goal. As an Agency consultant noted, "All teacher centers exist to improve instruction for kids."*

by DEBBIE TURNER

| TRUE | FALSE | |
|---|---|---|
| ☐ | ☐ | A teacher center is a building in which educators receive inservice training. |
| ☐ | ☐ | Its programs are financed by the state legislature. |
| ☐ | ☐ | Each center is the cooperative endeavor of the school district and the higher education institutions in its area. |
| ☐ | ☐ | Centers also offer performance-based educational activities for student teachers. |

If you answered "true" to the above questions, you're wrong. If you answered "false," you're wrong.

The correct answer is an enigmatic "sometimes."

As the authors of one report commented, "There are as many organizational structures and operational procedures as there are teacher centers.

"There is literally no way to describe a typical Texas teacher center," Robert Houston, James Cooper, and Allen Warner continued in *School Based Teacher Educator Project: Report of First Year Activities, 1975-76;* "instead, there are various configurations and combinations of local needs, resources, and legislative requirements."

Confusion over the ambiguous term is compounded by a law awaiting federal appropriations for a system of "teacher centers."

The centers addressed by federal Public Law 94-482, Section 532, will provide inservice training at sites throughout the nation when money is available. (See related story.)

In Texas, there are four categories of teacher centers:

- Student teacher centers, which were established by Senate Bill 8 in 1969 to facilitate one school district/one college or university dealings with student teachers
- Local cooperative teacher education centers, which were designated by Texas Education Agency in 1972 to encourage collaboration between colleges/universities, school districts, and professional teachers organizations on teacher education programs
- Texas Center for the Improvement of Educational Systems branches, facilitating agencies to improve teacher education that evolved from the 1970 Trainers of Teacher

Trainers federal project, linking institutions of higher education, school districts, and the area education service center

■ Various independent centers providing preservice and inservice activities.

Currently there are 47 local cooperative teacher education centers serving 63 teacher preparation institutions. Six centers are funded by the Texas Center for the Improvement of Educational Systems.

A state teacher center network organization to increase cooperation and interaction among centers is in the offing; a task force met in April to develop proposed bylaws.

When complete—probably in September—the bylaws will be distributed to each local cooperative teacher education center, requesting its membership. To date, 37 centers have expressed an interest in joining.

First meeting of the network will be in conjunction with the annual TEA Texas Conference on Teacher Education, to be held November 6-8 at the Dallas Hilton.

Rationale for establishing centers is simple. For preservice training, the university alone would be inadequate since it does not have the pupils or facilities of the public school. Yet the school lacks instructional personnel for required college courses.

Thus an effort which combines the benefits of both institutions is optimal—and it is found in the teacher center.

Traditional inservice programs sought to remedy instructional problems with university courses. In the center, teachers help diagnose their own needs and study materials directly related to correction of their deficiencies.

Typical teacher center functions include staff development of teachers and other school personnel, identification and provision of training resources, promotion of cooperation between groups in sharing resources, and identification and utilization of outstanding teachers and procedures in the system.

The State Board of Education has cited teacher education/preparation as a priority area, naming a long-term objective: "By 1980, teacher preparation programs, based on job roles in public schools, will be improved through a more effective cooperative relationship among the Texas Education Agency, institutions of higher education, education service centers, and school districts."

As one means of accomplishing this objective, TEA is to "promote the further development of the local cooperative teacher education center concept as a means for increasing the effectiveness of teacher preparation programs."

TSTA developed its own priorities for 1977-78—to insure that teacher participants on center councils or boards are active members of TSTA, have at least two years of teaching experience, and are selected by the TSTA local association with adherence to House of Delegates-approved criteria.

During the July 19-22 TSTA Leadership Development Seminar at Jester Center on the University of Texas at Austin campus, members can obtain up-to-the-minute information on centers at a special workshop.

Although centers seem to vary in every possible aspect, they do have a common goal. As Tom Ryan, chief consultant for teacher education with Texas Education Agency, noted, "All teacher centers exist to improve instruction for kids.

"Each teacher center delivers whatever its teachers need to be better teachers," he elaborated. "A site is established only when it's needed to deliver a service." Thus a teacher center could have its own building, occupy part of a school, or have no physical structure at all.

The San Antonio center board, for example, meets in the Region 20 Education Service Center while Fort Worth's center occupies an entire junior high school.

The ratio of school districts to universities or colleges involved in each teacher education center depends on the individual situation.

Dallas Teacher Education Center unites one school district with eight universities/colleges. But in the Houston Area Teacher Education Center, one university works with 17 districts. (See separate stories.)

Funding for centers may come from the state legislature, federal government, colleges/universities, school systems, donations, and/or private foundations.

As previously mentioned, the Texas Center for the Improvement of Educational Systems federally funded six centers.

All teacher education centers benefit from the 61st Texas legislature's provision of $200 to each supervising teacher and $50 to his or her district.

No funds are directly provided for centers but since the school district is charged with setting up a local cooperative teacher education center, some money must go for that purpose.

A bill under consideration in the 65th session would have maintained the $200 teacher payment but increased the district share to $200. Of that increased allocation, $150 was specifically earmarked for the teacher education center.

HB 1538 by Reps. Dan Kubiak of Rockdale and R. L. Vale of San Antonio passed the House May 24 and was sent to the Senate.

Although the TSTA-backed bill was reported favorably out of the Senate Education Committee May 25, it did not receive final passage before midnight May 30.

State interest in teacher centers was kindled in 1961 by implementation of the Texas Student Teacher Project.

Funded by the Ford Foundation, the project tested the idea that teacher education could be improved through the involvement of professional educators, student teachers, and citizens.

After a series of statewide meetings, participants concluded that needed change could come only through new kinds of institutional cooperation, revised teacher standards, and additional legislative—as well as financial—support at the state level.

In 1967, the Education Professions Development Act passed, providing federal assistance to state departments of education in developing models for teacher education improvement programs.

Four regional Trainers of Teacher Trainers projects were approved—one at Southeastern State University (Durant, Oklahoma)—to field test performance based teacher education, program development through a teacher center structure, and involvement of the total profession in teacher education and certification.

SB 8 was enacted by the Texas Legislature in 1969, delegating joint responsibility for teacher education to school districts and higher education institutions. The $250 allocation per supervising teacher mentioned earlier was made and Texas Education Agency was charged with establishing standards for approval of districts to serve as student teacher centers.

Dallas Teacher Education Center was funded by the Durant TTT project and began operation in 1970.

Texas submitted its own proposal to the U.S. Office of Education that year and received a three-year grant for TTT projects at the University of Houston, University of Texas at El Paso, Texas Christian University (Fort Worth), and West Texas State University (Canyon). Bishop College in Dallas collaborated in the TCU location.

Each of the four components was composed of the university, an education service center, school district(s), and community.

TEA administered the project through a 14-member

steering committee which included representatives of the four universities, four education service centers, one college, and one school district involved; the commissioner of the Coordinating Board, Texas College and University System; and the executive directors of TSTA, Texas Classroom Teachers Association, and Texas Association of School Administrators.

In July 1971, the Texas Educational Renewal Center project was funded by the U.S. Office of Education as one of four national teacher center projects.

Three new teacher centers were added at Jarvis Christian College (Hawkins), University of Texas at Austin, and Bishop College, which previously worked with TCU.

Their purpose was to help practicing teachers renew their classroom skills and improve performances.

In 1972, the State Board of Education authorized TEA to accept $1.3 million in federal funds for continued development of the teacher center project.

Texas Standards for Teacher Education and Certification issued that year required establishment of a local cooperative teacher education center by every college and university approved for teacher preparation.

This step TSTA leaders applauded as a "vital spoke in achieving the profession's goal of self-governance."

Previously, public schools and institutions of higher education held responsibility for the student teaching program. In the local cooperative teacher education center, local professional organizations were to share the responsibility. The centers, with their roles expanded to an advisory capacity on the total teacher education program, became operative in September 1973.

The Texas project became known as the Texas Center for the Improvement of Educational Systems in 1973. For funding eligibility, TCIES required representation in LCTECs of regional education service centers.

Two years ago, the School Based Teacher Educator project began through federal funds.

School based teacher educators are professionals who are responsible for either preservice, inservice, or continuing teacher education; their primary base of operation is the elementary or secondary school.

But individual teacher centers typically lack the resources and expertise to specify and test competencies.

Their training programs have been one-day workshops, manuals, or lectures, not the flexible, systematic, competency related programs such educators need.

The project was created to develop competency specifications and a prototype set of training materials, and to develop a cooperative network among the Texas teacher centers for developing and training school based teacher educators.

A 14-member advisory board recommends project activities, reviews progress and documents, and represents the project in a number of settings.

The board is composed of educators representing universities, school districts, professional organizations, education service centers, and TEA.

In 1970, Don Davies, U.S. Office of Education associate commissioner, said of the teacher center movement, "It may be one of those interesting little fads that start and stop. But I don't think so. As caring educators, I think we have no other choice but to try."

Today, there are 63 public and private colleges and universities in Texas that prepare school teachers. All must be involved in a local cooperative teacher education center.

According to 1975-76 TEA figures, 443 of the 1,123 Texas school districts were approved for participation in the teacher center program; 392 actually were assigned student teachers and received state funding. More than 18,000 student teaching assignments were made.

Following is an explanation of the federally legislated, but as yet unfunded inservice training centers.

Also included in this section are two examples of Texas programs. Dallas Teacher Education Center receives Texas Center for the Improvement of Educational Systems funds; Houston Area Teacher Education Center, as described in a manuscript by Dora Scott and Allen Warner, operates on Senate Bill 8 allocations.

Finally, there is a list of the 47 Texas local cooperative teacher education centers, showing the higher education institutions, school districts, and education service centers involved in each center.

# NEA Works for Teacher Centered Inservice

If federal Public Law 94-482, Section 532—the NEA-backed legislation providing for "teacher centers and training for higher education personnel"—ever receives funding, inservice training by and for teachers will become a long awaited reality.

Although the law was enacted as part of the Higher Education Amendments of 1976, no money was appropriated; that task was left to the 95th Congress which may again punt.

An annual $75 million was authorized last year, but since appropriations rarely match authorizations, NEA Government Relations Dir. Stan McFarland was hoping for $50 million. "If we get that," he speculated in April, "about $40 million will go to elementary and secondary teacher centers, about $5 million for centers operated by the higher education institutions, and $4.5 million for training of higher education faculty."

So far, there hasn't been anything to distribute.

Enactment of teacher center legislation was one of NEA's major achievements in the 94th Congress; it now is working to ensure a strong teacher role in the centers by monitoring public hearings on regulations, ready to coordinate any efforts that might be needed to change regulations before they are finalized.

Monitoring public hearings has not been easy. The series of four hearings in different areas of the country has been postponed twice.

Originally, the hearings were set for May and NEA was hoping that regulations would be finalized and money appropriated by June.

May 13, five days before the first meeting was to be held, NEA was notified by the U.S. Office of Education that the hearings were to be postponed. A later memo designated four dates in June.

But then came a June 2 NEA news bulletin: "The regulations clearance process is moving much slower than anticipated by the Office of Education. Thus, another change in hearing dates."

New dates were set for June 21, 22, 27, and 29 in Atlanta, New York City, San Francisco, and Chicago, respectively. That schedule was still in effect at press time.

When funded, the teacher centers established by this law will provide teachers with resources for evaluating educational needs of the community, developing programs, and effectively enacting programs.

Each center will be supervised by a local policy board composed primarily of teachers (representing all teachers to be served, including those in special and vocational education), plus representatives of school boards and higher education institutions in the area to be served.

# SECTION V

# EXTERNAL EVALUATION

During the two-year project, Dr. Gene Hall and Dr. Susan Loucks of the R & D Center for Teacher Education, Austin, have acted as external evaluators for the project. During that time, they have surveyed the status of teachers centering in Texas and particularly the impact of this project.

The sample for the study was identified in August, 1975, and the first, or baseline, data survey was mailed in September, 1975. A second survey was made in May, 1976, to assure the extent to which practices and perceptions had changed during the first year of the project. The results of these surveys were reprinted in SBTE Publications 4 and 9.

The following study reports on the third study in that series. In late April, 1977, a survey instrument was mailed to a sample of educators in Texas. Their responses were analyzed and reported by Hall and Loucks in Section V of this report. Following an introduction and description of procedures, they report findings on two questions: (1) what is the present state of the scene in Texas teacher centers? and (2) what is the extent of dissemination of SBTE concepts and products twenty months after initiation of the project? The questionnaire used in the study is included as appendix A with the cover letter to respondents.

# THE PRESENT STATE OF THE SCENE IN TEXAS TEACHER CENTERS, WITH SPECIAL ATTENTION TO THE EFFECTS OF THE SCHOOL-BASED TEACHER EDUCATOR PROJECT

Gene E. Hall and Susan F. Loucks

## INTRODUCTION

This document is the fourth in a series of Teacher Center evaluation reports prepared by the Research and Development Center for Teacher Education at the University of Texas at Austin. This report is based on data collected from a questionnaire mailed to a representative sample of the members of Teacher Centers in Texas in late April 1977. The two-year study that this report is part of has had as its focus assessing the state of activity of Texas Teacher Centers and the degree of awareness and use of concepts and products developed by the School-Based Teacher Educator Project, which is supported by the Fund for the Improvement of Post-Secondary Education and based at the University of Houston.

The School-Based Teacher Educator Project is an action-oriented effort that has been developing concepts, procedures, and materials for the training of school-based teacher educators. The goals of the project include: "developing a set of competency specifications for school-based teacher educators, training and recognizing experienced teachers for this role; and in the process, encouraging cooperation among Texas Teacher Centers (Houston, Cooper, Warner, Johnston, Stell, & Turner, 1975)."

Teacher Centers in Texas are organized around several different structures which prohibit developing a simple overall description. In this study, the "'72 standards" cooperative Teacher Centers were selected as the basic units. These Centers are the result of a 1972 legislative act to foster cooperation between colleges/universities, school districts, and professional associations. There are also student Teacher Centers established by legislation (Senate Bill 8 in 1970), which are essentially contractual agreements between a single school district and a single college/university. In operation, these two types of Teacher Centers are often combined; in other instances, there is overlapping membership, making any study of Texas Teacher Centers a complex effort from the onset.

In this study, the Texas R&D Center has had the opportunity to learn more about Texas Teacher Centers, to serve as the outside formative evaluator and as change/dissemination consultants to the SBTE Project, and to capitalize on a unique research opportunity. The research opportunity has been the chance to study the dissemination of an innovation as it is occurring rather than conducting the more typical post hoc study.

The study is now two years old. The SBTE project began in the summer of 1975 and is nearing completion of its second year. The sample for the study was identified in August of 1975 and the first survey mailed and analyzed in September 1975 (Hall, Loucks & George, 1975). That survey focused on assessing the "state of the scene" in Teacher Centering in Texas, surveying SBTE-related needs and activities, and assessing dissemination factors.

A second questionnaire was mailed to the sample in the Spring of 1976 (Loucks & Hall, 1976). This questionnaire focused on Teacher Center activities during the year, on Teacher Center networking, and on the rate and extent of SBTE dissemination.

This report is of the third questionnaire mailed in late April 1977 to the same sample. This questionnaire and report focuses on the activities and networking of Texas Teacher Centers two years later and on the effects of the SBTE project dissemination strategies. This report is organized around two basic questions and several subquestions:

Question A. What is the present state of the scene in Texas Teacher Centers?

1. What is the stability of Teacher Center membership?
2. Has the activity of Teacher Centers increased during the twenty months of the project?
3. Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project?

Question B. What is the extent of dissemination of SBTE concepts and products twenty months after initiation of the project?

1. To what extent has the label "SBTE" been disseminated across the state?
2. How valid is the understanding of the meaning of the SBTE concept?
3. When did the respondents first hear of SBTE?
4. Where did the respondents hear of SBTE?
5. What is the level of awareness and use of SBTE project products?

## PROCEDURES

In collaboration with the SBTE project staff, a set of evaluation questions was developed. These questions were an attempt to focus thinking and to clarify description of the important variables to be assessed. A questionnaire was developed and reviewed. This questionnaire was then mailed to the previously identified sample.

### The Present Questionnaire

The questionnaire focused on the evaluation questions and subquestions listed above. Items are of several types including open-ended, Likert scale, and dichotomatic choices. Several items were retained from the previous two questionnaires. These items are related to key variables that were to be followed over the two years of the project. A copy of the questionnaire is included as Appendix A.

A cover letter accompanied the questionnaire (see Appendix B) in which the purpose of the study was, for the first time, publicly stated. In the past, as an attempt to reduce respondent bias, the study was presented as solely a UTR&D research study on Teacher Centers. In the present survey, the collaborative nature of the study with the SBTE project was stated.

### Sample

In the summer of 1975, officials at the Texas Education Agency provided a list of the official Teacher Center contact persons. Each contact person was asked by the R&D Center staff to nominate from ten to fifteen individuals who were active in their Teacher Center and who represented a cross-section of the participating institutions and associations (i.e., colleges and universities, school districts, regional service centers, professional organizations, etc). Of the sixty-eight contact persons, forty-five (68%) returned lists

totaling 513 individuals to be contacted (Hall, Loucks, & George, 1975).

This same list of 513 individuals comprised the sample for the Spring 1976 survey and for the survey reported herein. In the first survey, there was a 57% return (294 respondents), the second a 41% return (211 respondents), and in this survey, a 43% return (222 respondents). Following each survey, a brief feedback letter was mailed to all individuals.

For optimal comparisons between the three surveys, a stable sample would have been desirable. Unfortunately, although questionnaire return rate varied only a small amount, the individuals who completed the questionnaires varied. Table 1 indicates how many individuals returned which questionnaires.

TABLE 1

Number of Respondents Returning
Each Combination of the Three Questionnaires

| Questionnaire(s) Returned | Number of Respondents |
|---|---|
| September 1975, Spring 1976, Spring 1977 | 94 |
| September 1975, Spring 1976 | 52 |
| September 1975, Spring 1977 | 51 |
| Spring 1976, Spring 1977 | 32 |
| September 1975 only | 68 |
| Spring 1976 only | 31 |
| Spring 1977 only | 43 |
| None Returned | 141 |

Several attempts were made to explore whether the three different samples represented different populations of Teacher Center members. First, the geographic locations of respondents were compared. Figures 1, 2, and 3 illustrate the locations of respondents to the three questionnaires, respectively. It appears that, although the respondents were not the same each time, those

FIGURE 1

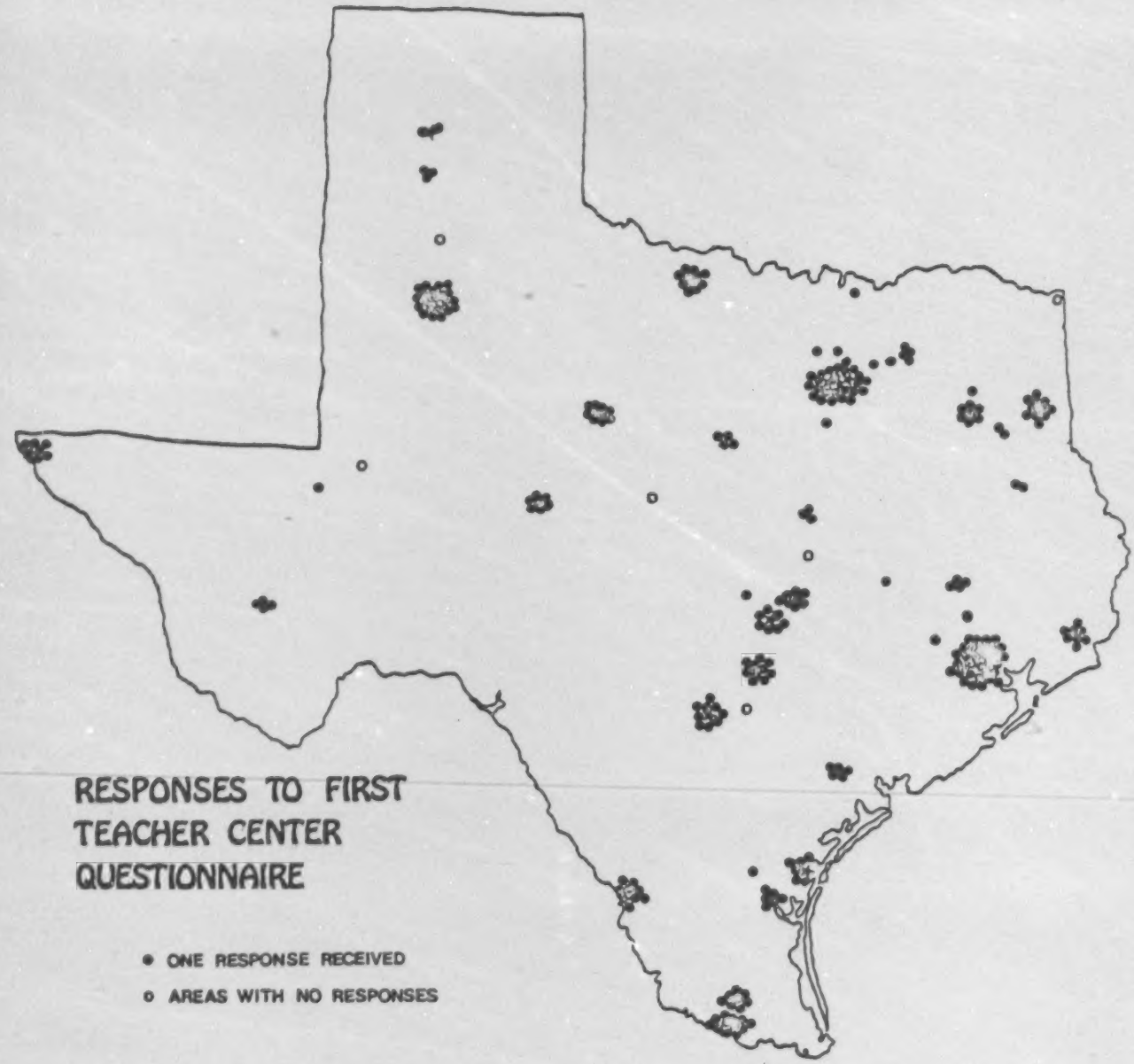

RESPONSES TO FIRST
TEACHER CENTER
QUESTIONNAIRE
• ONE RESPONSE RECEIVED
o AREAS WITH NO RESPONSES

FIGURE 2

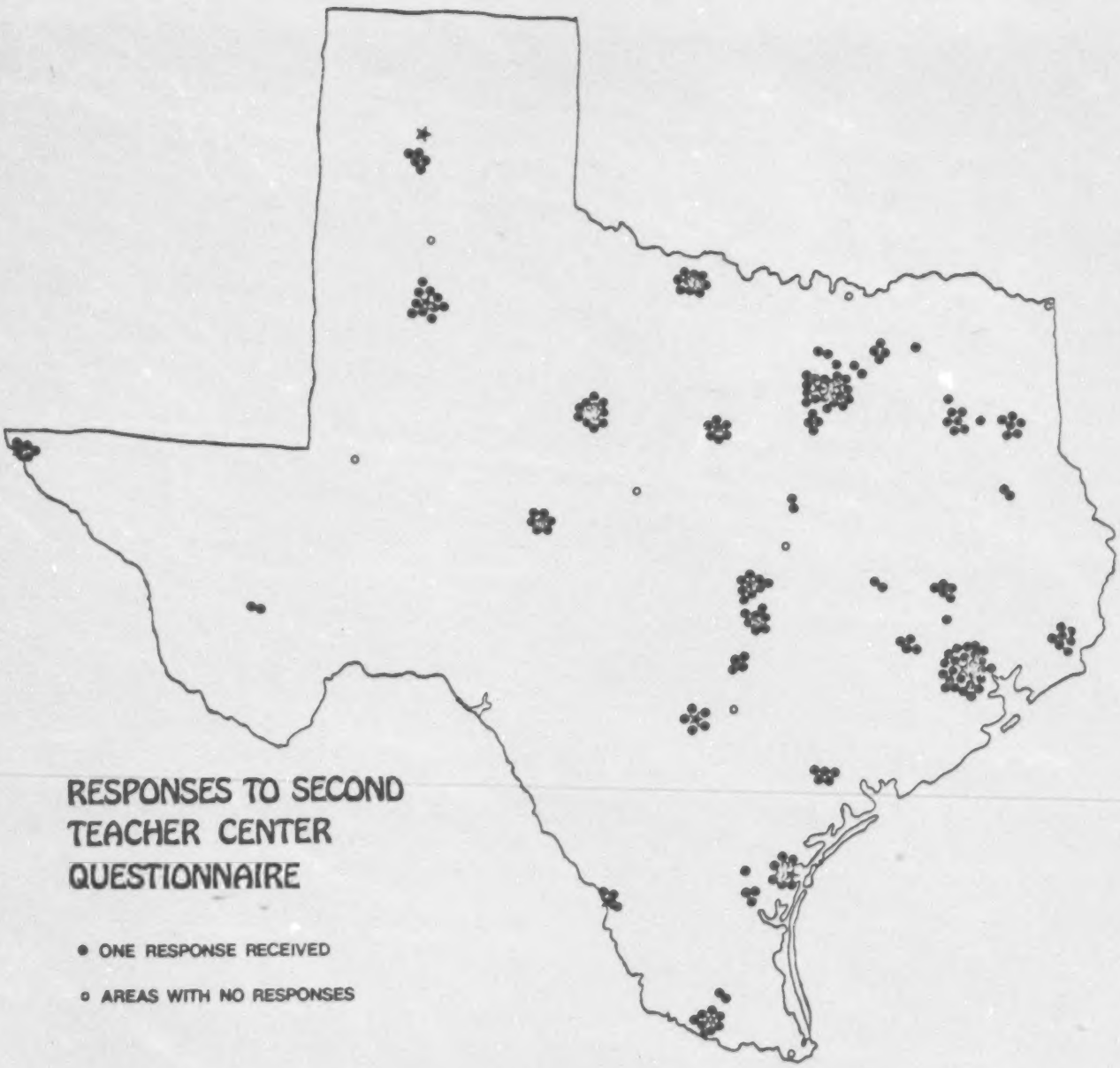
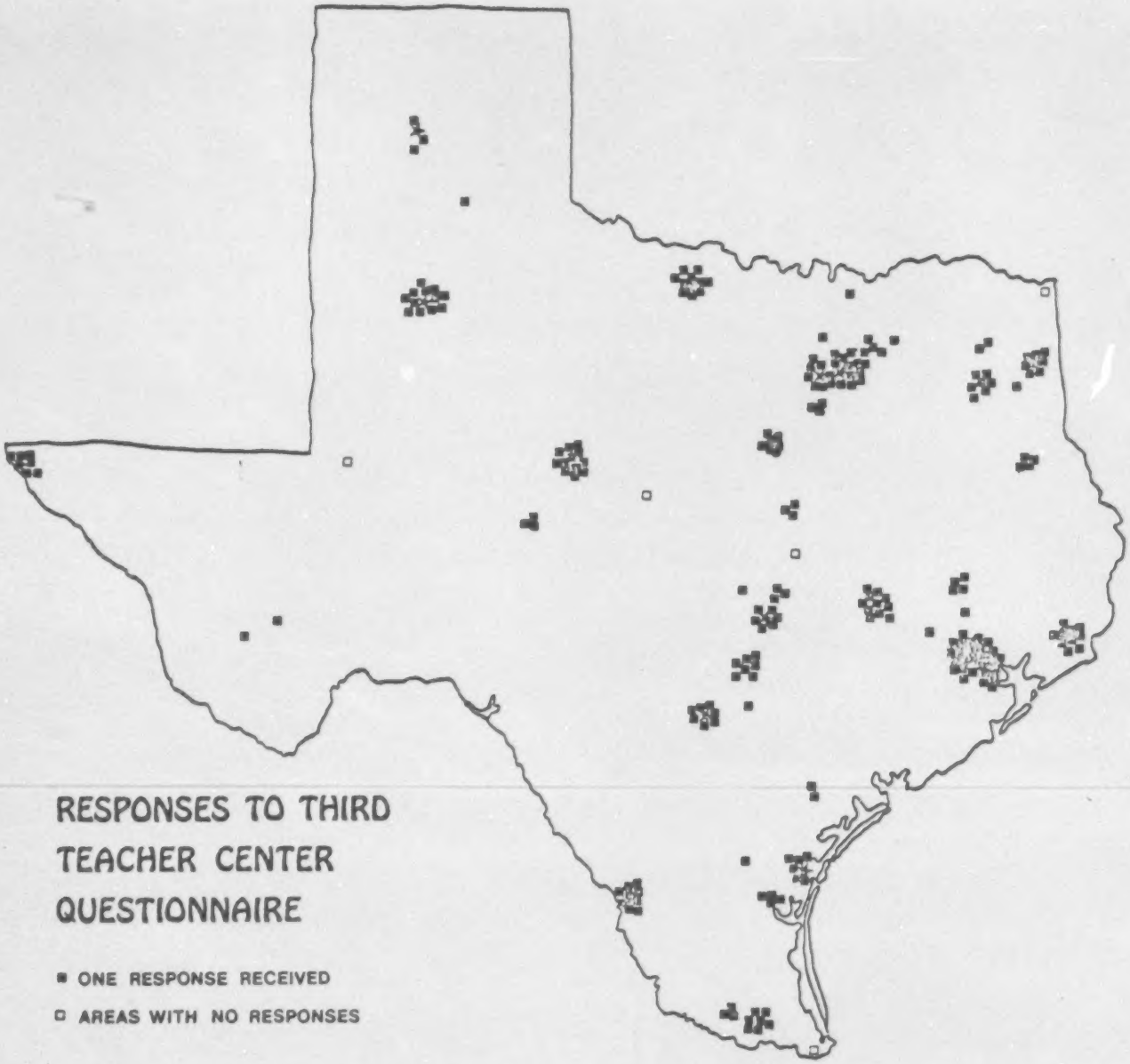

RESPONSES TO SECOND
TEACHER CENTER
QUESTIONNAIRE
• ONE RESPONSE RECEIVED
o AREAS WITH NO RESPONSES

FIGURE 3


RESPONSES TO THIRD
TEACHER CENTER
QUESTIONNAIRE
■ ONE RESPONSE RECEIVED
□ AREAS WITH NO RESPONSES

who responded were generally distributed the same geographically.

The actual Teacher Centers represented in the current survey were compared to those noted in responses to the first questionnaire. Although some consistency existed, there was significant variation in the number of responses by Teacher Center. Those Teacher Centers which had ten or more respondents to the first and last questionnaires are illustrated in Table 2.

TABLE 2

Teacher Centers with Ten or More Respondents

| September 1975 | Spring 1977 |
|---|---|
| Midwestern University TC | Midwestern University TC |
| Southwest Texas State TC | Southwest Texas State TC |
| University of Houston at Clear Lake City TC | University of Houston at Clear Lake City TC |
| Abilene TC | Abilene TC |
| University of Houston TC | Lamar University TC |
| Harrison County TC | Dallas TC |
| | Pan Am University TC |

## FINDINGS

In interpreting the findings of this and previous Teacher Center surveys, a degree of caution must be exercised. This largely concerns overgeneralizing since the sample is not known to adequately represent members of Texas Teacher Centers. As noted in the Sample section, the pool of respondents to each questionnaire was not representative geographically or equally representative of each TC, nor was that pool the same for each of the three surveys. The following findings must be viewed with this in mind.

Question A: What is the Present State of the Scene in Texas Teacher Centers?

Three questions were asked by this study in an attempt to describe Teacher Centering in Texas at the present time, and also to describe how it has changed in the past eighteen months:

1. What is the stability of Teacher Center membership?
2. Has the activity of Teacher Centers increased during the twenty months of the project?
3. Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project?

Responses to each question have implications for the School-Based Teacher Educator Project, as well as for other projects which seek to use Texas Teacher Centers as vehicles for development, diffusion, and implementation of their products.

Question 1: What is the stability of Teacher Center membership? As noted previously, the September 1975 questionnaires were sent to individuals nominated by the official contact persons. These lists were to be of a cross-sectional sample of individuals involved in their Teacher Center. Thus, 100% of the sample can be assumed to be involved at that time. In April 1977, these same individuals were asked about their present involvement:

| Are you currently involved with a Teacher Center? | |
|---|---|
| 78% yes | 22% no |

Thus, in eighteen months (although only one school year difference), nearly one fourth of the respondents had become uninvolved, suggesting a significant, although not wholesale, turnover in annual Teacher Center membership.

Another question, which was also asked in the two previous questionnaires, probed for tenure as a Teacher Center member:

How long have you been working (or did you work) with your Teacher Center?

| | less than 1 year | 1-2 years | 3-4 years | more than 4 years |
|---|---|---|---|---|
| September '75 | 7% | 42% | 36% | 15% |
| Spring '76 | 2% | 35% | 49% | 22% |
| Spring '77 | 1% | 20% | 44% | 34% |

These responses show that those who responded to the questionnaires became increasingly more experienced, indicating only that the respondent group was stratified by experience essentially the same throughout the eighteen months of surveying. However, these responses also point out that a majority of the sample from the start had had significant experience with Teacher Centering (three or more years), an indication of some stability on Teacher Center membership.

These data in combination with the previous item might suggest that there is a core of long-term Teacher Center personnel, while others rotate in and out on an annual or biannual basis.

Question 2: Has the activity of Teacher Centers increased during the twenty months of the project? Three questions were asked on the current and previous questionnaires to assess the extent of Teacher Center activity:

How often did your Teacher Center Board meet during this year?

| | never | once or twice | about once every two months | once a month or more often | don't know |
|---|---|---|---|---|---|
| Spring '76 | 1% | 30% | 45% | 24% | |
| Spring '77 | 3% | 22% | 36% | 24% | 14% |

How often have you been in Teacher Center meetings during the 1976-77 year?

| | never | once or twice | about once every two months | once a month or more often |
|---|---|---|---|---|
| September '75 | 4% | 36% | 35% | 25% |
| Spring '76 | 6% | 27% | 43% | 24% |
| Spring '77 | 18% | 27% | 34% | 21% |

Do you consider your Teacher Center to be:

| inactive | ____:____:____:____:____ | | | | extremely active |
|---|---|---|---|---|---|
| September '75 | 4% | 10% | 29% | 35% | 21% |
| Spring '77 | 4% | 10% | 28% | 31% | 27% |

There appears to have been relatively little change in activity of Teacher Centers. The apparent decrease in board meetings and frequency of Teacher Center meetings may be accounted for by the fact that 22% of the sample are no longer involved in Teacher Centers. There is a noticeable trend in assessed activity toward being extremely active.

Question 3: Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project? Networking was assessed by determining the extent of knowledge about other Teacher Centers, the extent of contact and/or collaboration with other Teacher Centers, and the attitude towards networking activities. It appears from the following data that knowledge about the activities of other Teacher Centers has neither increased nor decreased significantly in the past eighteen months. Nearly 80% of the sample still knows about five or fewer Teacher Centers.

For how many Teacher Centers in Texas do you have at least a limited knowledge of their activities?

| | September '75 | Spring '76 | Spring '77 |
|---|---|---|---|
| all of them (55-64) | 0% | 1% | |
| all but a few (45-54) | 1% | 1% | 1% |
| more than half (35-44) | 0% | 1% | 1% |
| about half (25-34) | 1% | 2% | 3% |
| less than half (16-24) | 2% | 3% | 2% |
| many (11-15) | 2% | 2% | 2% |
| several (6-10) | 13% | 11% | 14% |
| only a few (3-5) | 30% | 36% | 22% |
| a couple (1-2) | 23% | 20% | 30% |
| none other than my own | 29% | 23% | 26% |

During this school year, what other Teacher Centers in Texas have you personally had contact with?

| | named no Teacher Centers | named 1 Teacher Center | named 2 Teacher Centers | named 3 Teacher Centers | named 4 Teacher Centers |
|---|---|---|---|---|---|
| September '75 | 62% | 20% | 11% | 4% | 2% |
| Spring '77 | 76% | 15% | 5% | 1% | 4% |

There appears to have been a decrease in the number of contacts with other Teacher Centers.

Those contacts that there are between Teacher Centers have appeared to shift somewhat during the time of the surveys. Figures 4, 5, and 6 illustrate communication channels, plotted from responses to this item. In general, West Texas, East Texas, and the Valley all appear to be more isolated now than before. As before, the strongest Centers of communication involve the Houston and Dallas area Teacher Centers.

FIGURE 4

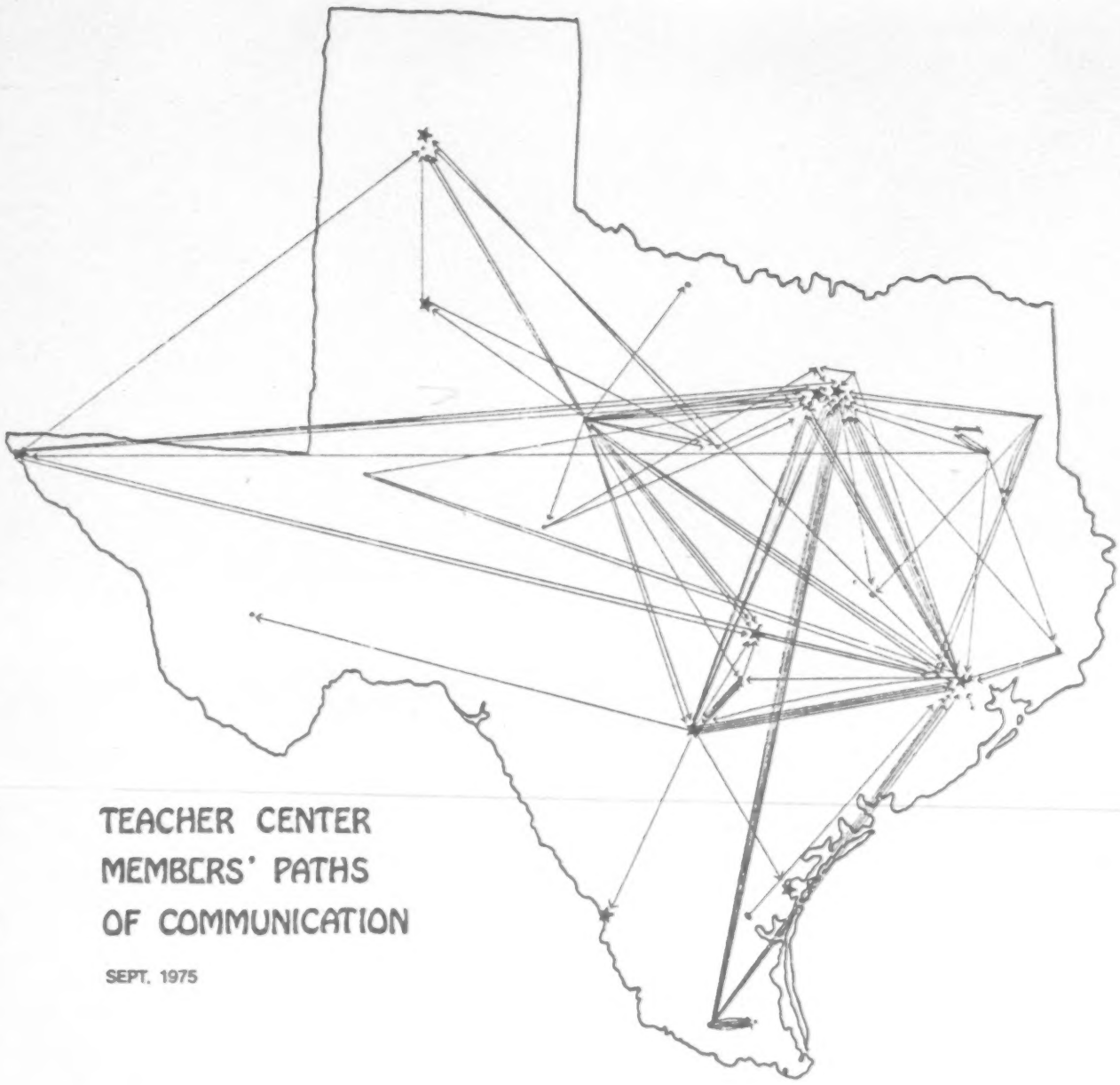


FIGURE 5

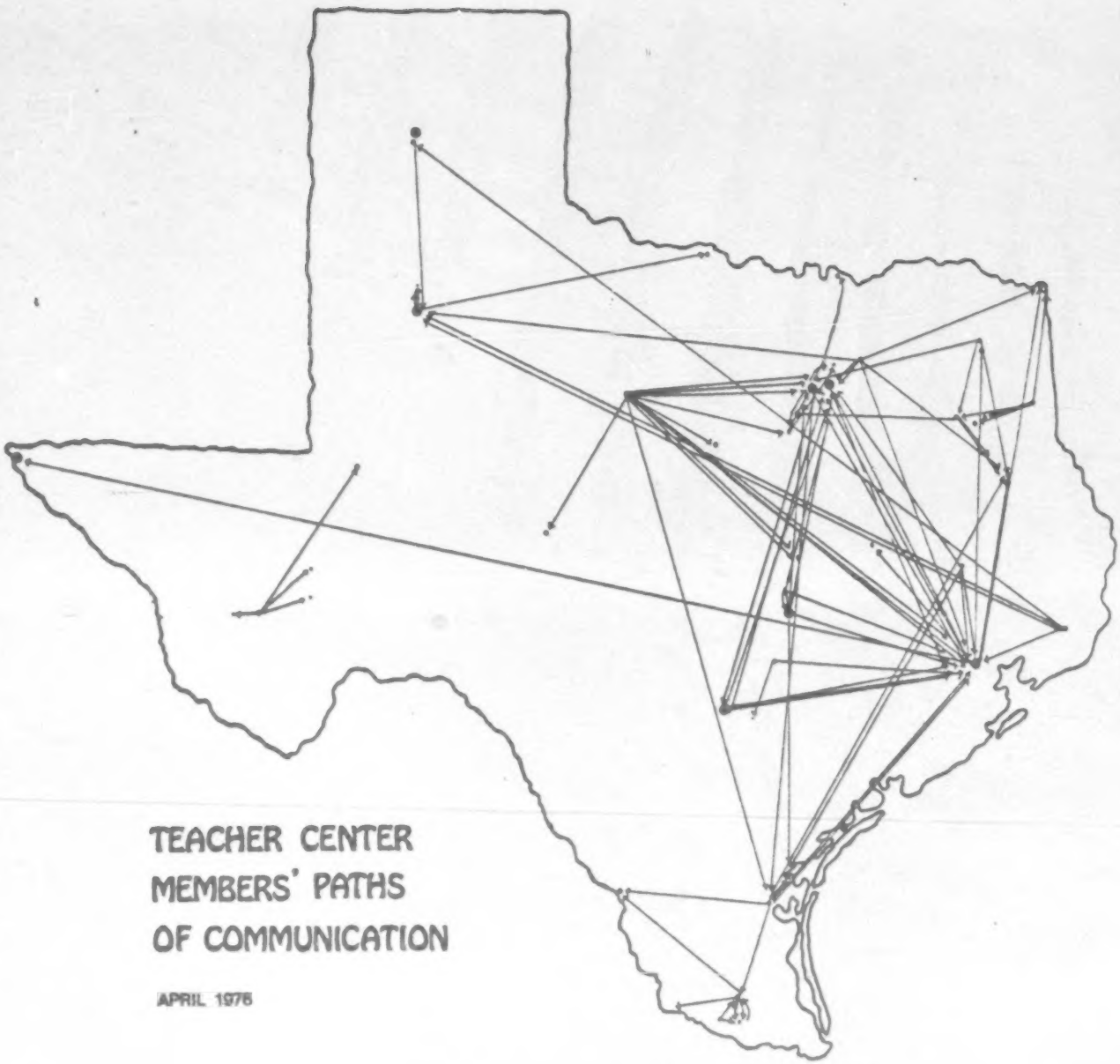
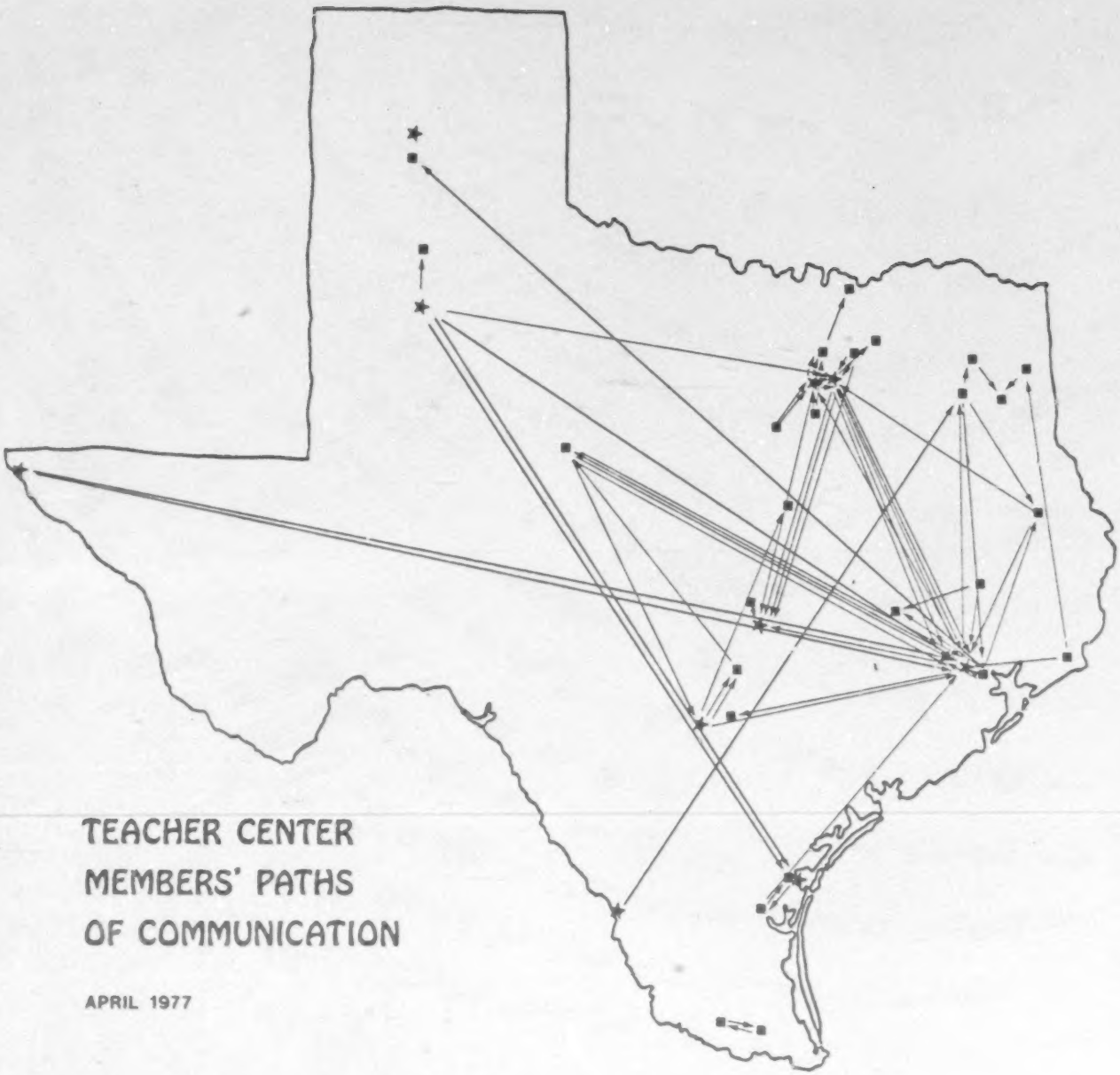


FIGURE 6



When asked what topics were discussed in the contacts that were made, respondents to the current questionnaire listed many. The majority of topics dealt with field experiences, including student teacher evaluation and assignment, and supervising teacher selection, training, competencies, and assessment. Other topics of discussion included teacher certification, institutional accreditation, staff development, operation and financing of the Teacher Center, and content areas such as vocational education and reading. The topic of SBTE was mentioned ten times out of 135 responses.

Does your Teacher Center collaborate with any other Teacher Center(s)?

| | Yes | No |
|---|---|---|
| Spring '76 | 34% | 66% |
| Spring '77 | 34% | 66% |

An equal number of respondents indicated collaboration with other Teacher Centers over a year's time. When asked to list the Teacher Centers collaborated with, the current questionnaire respondents named twenty-six different Centers. These were widely scattered throughout the state, with only eight mentioned more than once. Of these eight, Houston was mentioned fifteen times, with Region VII having the next highest at four. Dallas and North Texas were noted three times each. Six respondents noted membership in a Teacher Center network. Respondents to the Spring 1976 questionnaire had indicated twenty-seven different Teacher Centers, but none were listed more than four times. In this questionnaire, there were only two references to the SBTE network.

A final question tapped attitudes toward the networking of Teacher Centers:

Do you think that a network of Texas Teacher Centers is a useful idea?

| | Yes | No |
|---|---|---|
| Spring '76 | | |
| Formal network | 56% | 44% |
| Informal network | 90% | 10% |
| Spring '77 | 88% | 12% |

Enthusiasm for networking still remains considerable.

Question B: What is the Extent of Dissemination of SBTE Concepts and Products Twenty Months After Initiation of the Project?

The SBTE project began early in the summer of 1975. At that time, the concept label School-Based Teacher Educator and its acronym "SBTE" were assumed to be new and unusual terms. No SBTE reports, modules, or newsletters existed at that time. Twenty months later, the project is nearing the completion of two years of research, development, and dissemination activities. To what extent has the project's work been disseminated to its primary target audience, the members of Texas Teacher Centers?

The data were analyzed to provide answers to five subquestions, each of these questions addressing a part of the major question.

Question 1: To what extent has the label "SBTE" been disseminated across the state? Due to the newness of the concept label "SBTE," it was decided at the onset to use it as a tracer. By following the developing awareness of "SBTE" as a label, the effects of the dissemination strategies could be inferred. Therefore, on each of the three mailed questionnaires, there was the item "Have you ever heard of SBTE?". In this last questionnaire, since the concept was explained in the cover letter, the item was adjusted slightly.

Have you ever heard of SBTE (other than in our questionnaire)?

| | Yes | No | Responding |
|---|---|---|---|
| September '75 | 6% | 94% | 91% |
| Spring '76 | 50% | 50% | 96% |
| Spring '77 | 69% | 31% | 99% |

The response to this item provides overwhelming documentation of the effects of the SBTE project. There was an enormous increase in the percentage of respondents saying that they had heard of SBTE in the eight months between the first and second questionnaires. During the following twelve-month period, between the second and third questionnaires, an additional 19% of the sample are indicating awareness. It is interesting that the percentage responding to this item also increased over the three periods.

Figures 7 and 8 illustrate the diffusion of the acronym "SBTE." The X's in Figure 7 point out the locations of the few individuals who knew what SBTE meant in September 1975; the dots in the same figure represent the spread by Spring 1976. Figure 8 illustrates the state of diffusion one year later, Spring 1977.

The SBTE tracer appears to have worked, as have the dissemination strategies used by the project.

Question 2: How valid is the understanding of the meaning of the SBTE concept? Indicating that one has heard of SBTE does not provide information about the extent of awareness or the validity of the respondent's knowledge. Therefore, a follow-up question was asked, "What does it mean?"

One hundred twenty-four (58%) of the respondents responded to this open-ended question. Most wrote "School-Based Teacher Educator" or "School-Based Teacher Education." Ninety-eight (79%) of the respondents provided a valid

FIGURE 7

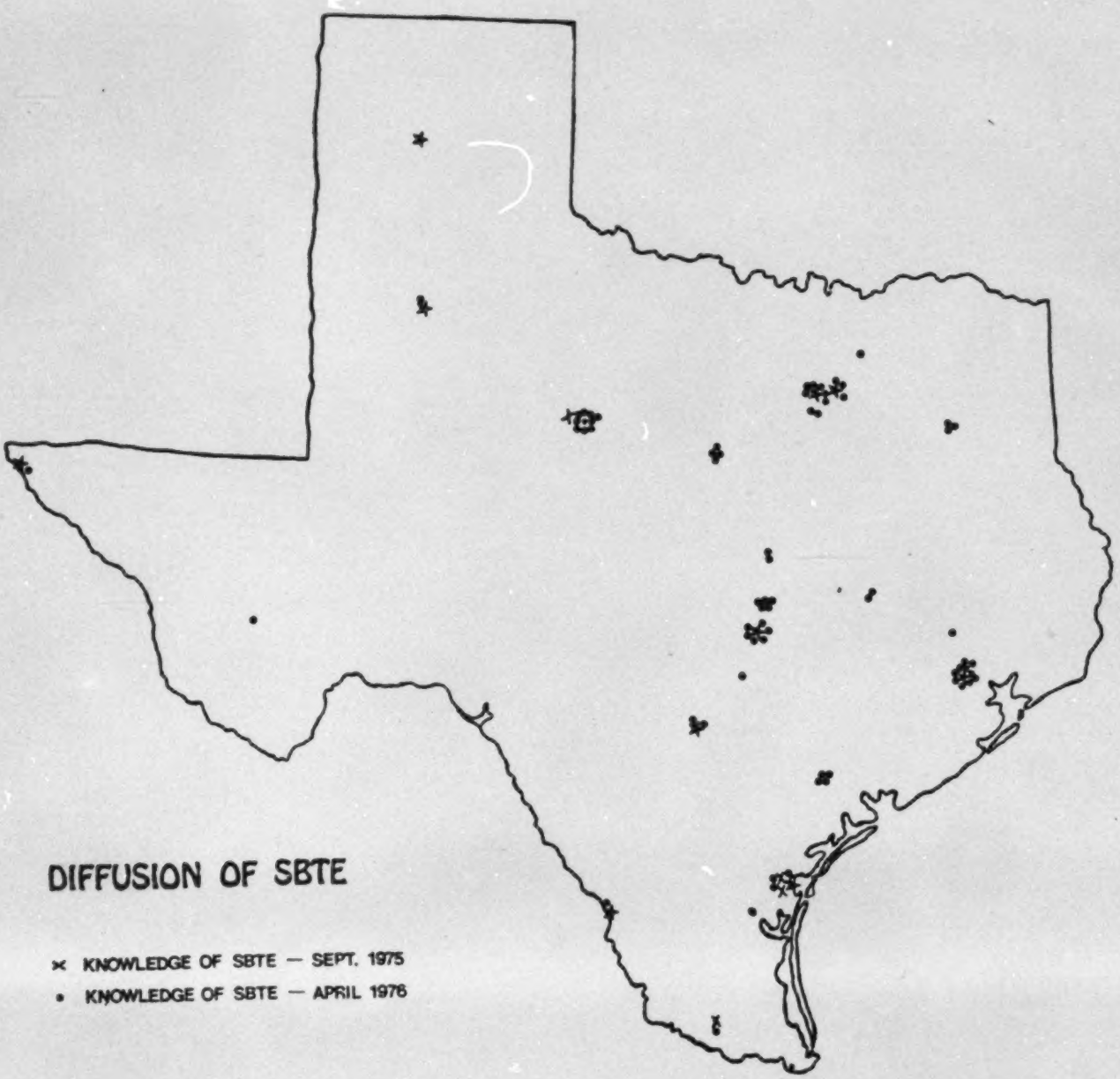
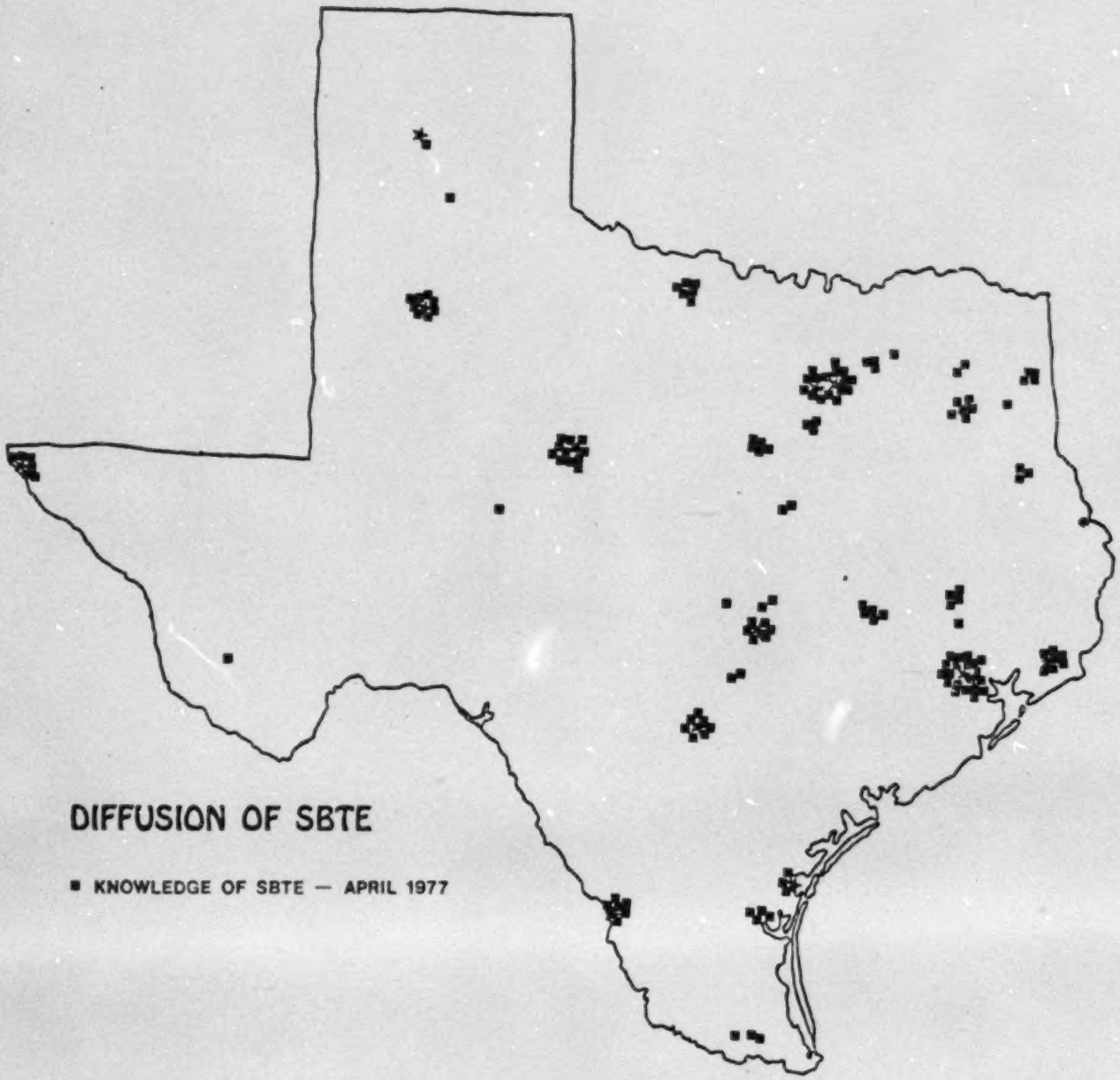

DIFFUSION OF SBTE
× KNOWLEDGE OF SBTE — SEPT. 1975
• KNOWLEDGE OF SBTE — APRIL 1976

FIGURE 8



answer. A few responses were more detailed:

> Training and recognizing programs for pre- and inservice school district based personnel who are engaged in training teachers.

Twenty-six (21%) of the responses were wrong, or not sufficiently clear to be judged. Several wrote "Student based teacher education." One was more editorial, "Bureaucracy in its worst form," and there was one original "Southern Baptist Technological Equinox."

It appears that by far the majority at least have minimal knowledge of what the SBTE acronym is about.

Question 3: When did the respondents first hear of SBTE? Another follow-up question for those who reported having heard of SBTE was "If you have, when?" The responses to this item ranged from 1972 to April 27, 1977. Figure 9 is a graphical summary of the time periods identified by the ninety-eight (44%) who responded to this item.

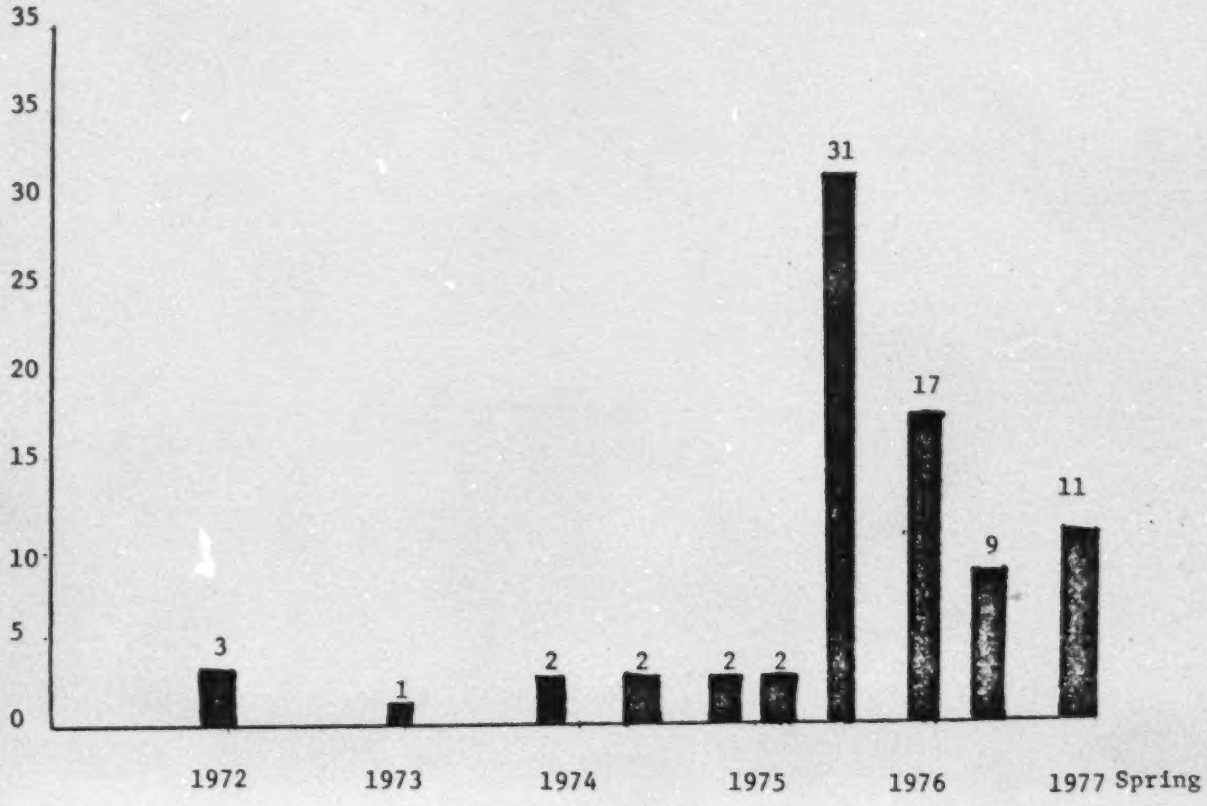
These data are also consistent with the timing of the SBTE project dissemination activities. The first and largest increase occurs during the 1975-76 school year, which was the project's first year. Further increases in initial awareness were made during the second year.

Unfortunately, there is not sufficient specificity in the responses to match these data to the classic S curve for innovation diffusion; however, it is certain that during the two years of the project, new individuals were constantly added at the initial awareness level.

Question 4: Where did the respondents hear of SBTE? At the beginning of the project, one of the basic policy questions involved specifying strategies for dissemination of the project's products. Was there an existent network that could be used? Should a newsletter be established? Should the project just wait for requests or have TEA disseminate? Many different approaches

FIGURE 9

Distribution of the Number of Individuals at Each Time Period
According to When They First Heard of SBTE




N = 80 (18 not classifiable)

could have been taken.

A part of the September '75 survey was designed to assess the communication possibilities. That report concluded:

> The responses show that the current state of the networking is indeed grim -- few individuals know of the activities of other Teacher Centers nor are they in contact with more than a few, if any.... The additional data from this questionnaire indicates that the communication channels of face-to-face contact and professional conferences are already in use to provide some contact between members of different Teacher Centers (Hall, Loucks, & George, 1975, pp. 29-30).

In its dissemination strategy, the project staff then emphasized face-to-face communications by creating Task Forces and maintaining a high level of responsibility for its Advisory Board; they also organized materials and presented at many local, regional, and state professional meetings.

A third follow-up question to the respondents who reported having heard of SBTE in the present survey was, "If you have, where?" Table 3 summarizes the frequencies of the various information sources listed. One hundred forty-three (64%) individuals responded to this item; eight responses (6%) were not usable.

TABLE 3

Frequency of Sources Identified for First Hearing About SBTE

| | |
|---|---|
| Teacher Center Board Meeting | 7 |
| Teacher Center Meeting | 47 |
| Professional Meeting (TSTA, TEA, TATE) | 35 |
| SBTE Board or Task Force Member | 7 |
| SBTE Conference/Workshop | 10 |
| Professional Literature | 11 |
| Mailings | 5 |
| Module Field Test | 2 |
| Institution Meeting | 5 |
| University Class | 5 |
| Direct Contact with SBTE Staff | 6 |
| Discussion with Professional Colleague | 7 |

The highest tallies are for personal contact or professional meeting activities.

Apparently the face-to-face and meeting-oriented dissemination strategy worked, especially the deliberate involvement of a representative from each Teacher Center.

Question 5: What is the level of awareness and use of SBTE project products? During the two years of the project, many products have been developed. A series of reports and modules have been produced and made available. In this questionnaire, the products were listed and the respondents were asked to mark on a Likert scale their degree of use of each product. The findings from this question are presented as Table 4.

In general, the more recently a product was developed, the less knowledge and use there appears to be. This logical inference is encouraging in that one can have more confidence in doing further analyses of these data.

For example, with the exception of the modules, at least one half of the respondents have at least heard of the products, with an average of 13.6% having looked at each, 15% having read each, and 3.6% having used each.

On the average, 46% of the respondents have at least heard of the SBTE modules, with 9% having read or used them. Again, there seems to be extensive awareness of the SBTE products among the sample.

## SUMMARY

As mentioned previously, there is need for caution when interpreting the data presented in this report. The findings suggest several trends in terms of Texas Teacher Center activity and the success of the SBTE project. However, the interpretations must be weighed in light of the characteristics of the

TABLE 4

Indications of Degree of Use of Fourteen SBTE Products Reported in Percentages

| SBTE Products | Never Heard of It | Have Just Heard of It | Have Looked at It | Have Read It | Have Used It | Percent Responding |
|---|---|---|---|---|---|---|
| #1 Project Description and Organization | 35% | 28% | 11% | 20% | 5% | 100% |
| #2 School Based Teacher Educators: Rationale, Role Description and Research | 35% | 26% | 15% | 19% | 4% | 87% |
| #3 National Survey of School Based Teacher Educator Credentialing Process | 45% | 27% | 12% | 13% | 3% | 86% |
| #4 Teacher Centers in Texas: The State of the Scene | 38% | 25% | 17% | 16% | 4% | 87% |
| #5 Clinical Experiences and Clinical Practice in Professional Education | 49% | 20% | 14% | 13% | 5% | 87% |
| #6 A Task Analysis of Staff Development Personnel in Selected Public School Districts | 50% | 24% | 14% | 10% | 3% | 87% |
| #7 Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses | 43% | 25% | 14% | 14% | 4% | 87% |
| #8 Credentialing School Based Teacher Educators: Basis for Decisioning | 50% | 23% | 12% | 13% | 3% | 86% |
| #9 School Based Teacher Educator Project: Report of First Year Activities | 50% | 18% | 14% | 17% | 2% | 85% |
| Module 1 -- Exploring Clinical Practice | 54% | 23% | 14% | 8% | 2% | 85% |
| Module 2 -- Interpersonal Communications | 52% | 25% | 14% | 9% | 1% | 85% |
| Module 3 -- Planning | 55% | 22% | 13% | 8% | 2% | 84% |
| Module 4 -- Collecting Data in the Classroom | 54% | 27% | 12% | 8% | 1% | 83% |
| Module 5 -- Analyzing Data and Making Data-Based Decisions | 54% | 27% | 12% | 7% | 1% | 84% |

respondents and the measure used.

Only 43% of the sample responded to the questionnaire. Thus, nothing can be said for more than 50% of the sample. It seems reasonable to assume that most of the nonrespondents are likely to be less involved in Texas Teacher Centers. Yet, this is still an assumption.

A continuing problem in this study has been identifying specific Teacher Centers. The two independent legislative acts in combination with the many higher education institutions, service centers, and school systems have resulted in a lack of definition of Teacher Centers. If a respondent says that s/he belongs to the "Houston" Teacher Center, this could be one of at least three different Teacher Centers. There is thus no way to accurately associate respondents with particular Centers.

This complicates data interpretation, since the number of respondents from each Teacher Center cannot be clearly determined. Therefore, it is impossible to assess the weighting of a particularly active or inactive Teacher Center that has a disproportionately high or low number of respondents.

All of the above must be taken into account in interpreting the questionnaire data. It is assumed that individuals who are more actively involved are more likely to respond, and so we can also assume that these data probably represent the best possible picture of Teacher Centering and SBTE activity in Texas. The following summary statements and questions are offered within this context.

Texas Teacher Centering

Across the two years of the study, the amount of activity within the Texas Teacher Centers does not appear to have changed, at least as perceived by the respondents. There does appear to have been a decrease in the amount of contact between Teacher Centers. Whether this is due to economic conditions,

a withering of Teacher Center networking, or some characteristic of the sample cannot be determined.

There appears to be a pattern to the membership of Teacher Centers. There seem to be two groups: a core of long-term members and a group of short-term members. An interesting question is, how are the leadership roles and responsibilities of the Teacher Centers assigned across these two groups and for what lengths of time? A lack of shared leadership could explain the short-term cycling in and out of members, but it could also be explained by a desire to involve many different persons in a Center over time.

Results of the SBTE Project

The acronym "SBTE" worked surprisingly well as a tracer. The project dissemination strategy can also be declared a success. The percentage of respondents who "had heard of SBTE" increased dramatically with each succeeding questionnaire. Further, it appears that most of the respondents who had heard of SBTE had a reasonably valid definition of the concept.

The face-to-face/professional meeting dissemination strategy worked well in this situation. Involving one person from each Teacher Center as a contact was also important since many respondents learned about SBTE through Teacher Center meetings. We do not know what would have happened with other strategies, however, it appears that people do not communicate as frequently by nonpersonal media such as reading, and so relying on written documents and/or newsletters would probably not have been as effective.

The SBTE project has created initial awareness and activity across the state, and there is now an established network in relation to SBTE. It will be unfortunate if this capacity cannot be maintained, as is the case with most federally funded initiatives. This would be particularly unfortunate in the light of the extreme and continuing interest in networking that has been

expressed by the respondents.

It is unlikely that the SBTE project actually created a new network. Rather, the more informal network of active teacher educators probably served as the basis for developing a more formalized, expanded network around the work of the SBTE project. Left unsupported, this new capacity will most likely wither.

We have assessed the primary target audience of the SBTE project: preservice and inservice teacher educators in Texas Teacher Centers. An interesting spinoff study would be to assess the impact of the project on other audiences, such as national Teacher Center efforts and policy makers, as well as school-based teacher educators in other states.

The SBTE project has accomplished an impressive list of tasks in two years. The innovation of SBTE and a set of products have been developed and disseminated. An opportunity for more formal networking across the Texas Teacher Centers has been used to develop and to assist in dissemination of the results to the primary target audience. The available data suggest that the project staff in Houston and the key members of the SBTE/Teacher Center network are to be commended for jobs well done. The major and unanswered question that remains is what will become of this crystallized capability?

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Houston, W. Robert, Cooper, James M., Warner, Allen R., Johnston, Janet, Stell, Eugenia Ann, and Turner, Sharon. Project Description and Organization, Number 1. Teacher Center, University of Houston, 1975.

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APPENDIX A

Teacher Center Questionnaire, Spring 1977

TEACHER CENTER QUESTIONNAIRE

1. Are you currently involved with a Teacher Center? yes _____ no _____

   If no, when did your involvement end? _____, 19__

PLEASE CONTINUE EVEN IF YOU ANSWERED "NO:"

2. Please name the Teacher Center(s) that you are involved with or have been involved with in the past:

   (1) _____ (3) _____

   (2) _____ (4) _____

   If you belong(ed) to more than one, please choose one that you will focus on in your responses to the remaining items. Name the one you have chosen:

   _____

3. How long have you been working, or did you work, with your Teacher Center?

   _____ less than 1 year _____ 1-2 years _____ 3-4 years _____ more than 4 years

4. How often have you been in Teacher Center meetings during the 1976-77 year?

   _____ never _____ once or twice _____ about once every two months _____ once a month or more often

   How often did your Teacher Center Board meet during this year?

   ____ never ____ once or twice ____ about once every two months ____ once a month or more often ____ don't know

5. Do you consider your Teacher Center to be:

   inactive _____:_____:_____:_____:_____ extremely active

6. During this school year, what other Teacher Centers in Texas have you personally had contact with?

   (1) _____ (3) _____

   (2) _____ (4) _____

7. What have been some of the topics discussed through these contacts?

8. Does your Teacher Center collaborate with any other Teacher Center(s)?

yes _____ no _____

If yes, which one(s): _____

_____

_____

_____

9. For how many Teacher Centers in Texas do you have at least a limited knowledge of their activities?

_____ all of them (55-64)
_____ all but a few (45-54)
_____ more than half (35-44)
_____ about half (25-34)
_____ less than half (16-24)
_____ many (11-15)
_____ several (6-10)
_____ only a few (3-5)
_____ a couple (1-2)
_____ none other than my own

10. Have you ever heard of SBTE (other than in our questionnaire)?

yes _____ no _____

If you have, where?

If you have, when?

What does it mean?

11. Have you attended any conferences on Teacher Centers during 1976-77?

yes _____ no _____

If yes, please list them below and underline any at which SBTE was discussed.

12. Do you think that a network of Texas Teacher Centers is a useful idea?

yes _____ no _____

13. What is your knowledge level and/or use of the following SBTE products?

| | Never Heard of It | Have Just Heard of It | Have Looked at It | Have Read It | Have Used It |
|---|---|---|---|---|---|
| #1 Project Description and Organization | ____ | ____ | ____ | ____ | ____ |
| #2 School Based Teacher Educators: Rationale, Role Description and Research | ____ | ____ | ____ | ____ | ____ |
| #3 National Survey of School Based Teacher Educator Credentialing Process | ____ | ____ | ____ | ____ | ____ |
| #4 Teacher Centers in Texas: The State of the Scene | ____ | ____ | ____ | ____ | ____ |
| #5 Clinical Experiences and Clinical Practice in Professional Education | ____ | ____ | ____ | ____ | ____ |
| #6 A Task Analysis of Staff Development Personnel in Selected Public School Districts | ____ | ____ | ____ | ____ | ____ |
| #7 Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses | ____ | ____ | ____ | ____ | ____ |
| #8 Credentialing School Based Teacher Educators: Basis for Decisioning | ____ | ____ | ____ | ____ | ____ |
| #9 School Based Teacher Educator Project: Report of First Year Activities | ____ | ____ | ____ | ____ | ____ |
| Module 1 -- Exploring Clinical Practice | ____ | ____ | ____ | ____ | ____ |
| Module 2 -- Interpersonal Communications | ____ | ____ | ____ | ____ | ____ |
| Module 3 -- Planning | ____ | ____ | ____ | ____ | ____ |
| Module 4 -- Collecting Data in the Classroom | ____ | ____ | ____ | ____ | ____ |
| Module 5 -- Analyzing Data and Making Data-Based Decisions | ____ | ____ | ____ | ____ | ____ |

APPENDIX B

Cover Letter, Spring 1977

**The Research and Development Center for Teacher Education**
University of Texas Austin 78712

April 22, 1977

Dear Colleague:

As you may remember, we have asked you twice during the last fifteen months to participate in our ongoing study of teacher centering in Texas. As a part of this questionnaire survey, we have been exploring your familiarity with the concept of "SBTE" as well as your present involvement or past involvements in a particular teacher center and your knowledge of or relationship to other teacher centers around the state.

Although we have been conducting the study from the Research and Development Center for Teacher Education, we have done so in collaboration with colleagues at the University of Houston who have had funding from the Fund for the Improvement of Post-Secondary Education to explore the concept of school-based teacher education (SBTE) and to develop some SBTE materials. One goal of our mailed questionnaire survey was to evaluate the extent to which the SBTE project was disseminating its work to all of you around the state. That was why we asked each time whether you had heard of SBTE and if so, when this had occurred. Through this part of the survey, we were able to plot the early movement of the SBTE concept and the work of the University of Houston staff and many other involved teacher educators from around the state.

At this time, the SBTE project is nearing the end of its federal funding and we once again ask your assistance in our study. As before, we will be certain to send you a summary of our findings. Although we are sharing the objective of the study with you, we very much need your input if we are to understand more about the dissemination of teacher education ideas within the state of Texas. We need your assistance whether or not you are still involved in your teacher education center. All of the participants in the study were selected because as of two years ago they were involved. One of the key questions for us is to what extent people still are involved in the teacher centers and to what extent there is turn-over. Therefore, your input is needed regardless of your present knowledge of SBTE and regardless of whether or not you are presently involved in a teacher center.

We have attempted to keep the questionnaire brief and yet include the kind of information that will be helpful to us and to the SBTE project as it develops across the state of Texas, and that will also be of interest to you when we return the survey summary.

April 22, 1977
Page 2

Would you please take a few minutes and complete the questionnaire and return it in the envelope provided. If you have any questions, please feel free to call either of us and we will be very happy to respond. Thank you again for your help and we look forward to having your input.

Sincerely yours,

Gene Hall

Gene E. Hall, Project Director
Procedures for Adopting Educational Innovations/CBAM Project

Sue Loucks

Susan F. Loucks
Project Associate

P.S. -- If you wish to know more about the SBTE project, feel free to contact Bob Houston, Jim Cooper, or Al Warner at the University of Houston. They will be glad to share with you a copy of the publication list and descriptions of other project activities. In addition, the following members of the SBTE Advisory Committee, some of whom may be in your area or even in your teacher center, are all participating in and are up to date about project activities:

Dr. Robert Anderson
Texas Tech Univerwity

Mrs. Vivian Bowser
Houston Teachers Association

Dr. Anna Dewald
University of St. Thomas

Dr. Dwain M. Estes
Education Service Center
Region 20

Dr. Chantrey Fritts
Abilene Christian College

Mr. Abel Gonzales
Pan American University

Dr. Eugene Jekel
Texas A&I University

Dr. Glenn Kidd
State Consultant, TEA

Dr. Dwane Kingery
North Texas State University

Dr. Joe Klingstedt
University of Texas at
El Paso

Mr. Joe Liggons
Houston Ind. School District

Dr. Joe Pitts
Dallas Ind. School District

Dr. Thomas E. Ryan
Texas Education Agency

Dr. Tom T. Walker
Texas Education Agency

## SECTION VI

## LIST OF AVAILABLE MATERIALS

### Project Publications

The following publications may be secured by writing Houston Teacher Center, 466 Farish Hall, University of Houston, Houston, Texas 77004.

No. 1. Houston, W. R., et al., Project Description and Organization, 12 pages.

The need for SBTE and project activities and organization with names of educators involved in the project are presented in this initial publication. Not Available

No. 2.. Johnson, J., et al., School Based Teacher Educators: Rationale, Role Description and Research, January, 1976, 33 pages (ERIC ED 124 512)

Various roles within the concept of SBTE are described and examined through an extensive review of published research and opinion.

No. 3. Stell, E. A., et al., National Survey of School Based Teacher Educator Credentialing Process, January, 1976, 6 pages. (ERIC ED 124 513)

Directors of certification in forty-nine states and the District of Columbia were surveyed relative to credentialing of SBTE in their states.

No. 4. Hall, G. E. and Loucks, S., Teacher Centers in Texas: The State of the Scene, November, 1975, 8 pages. (ERIC ED 124 514)

Current status of teacher centering in Texas is reported in this study conducted in September, 1975. Three hundred teachers, school administrators, and university faculty members responded to a questionnaire concerning the extent of teacher center activities.

No. 5. Warner, A. R., et al., Clinical Experiences and Clinical Practice in Professional Education, February, 1976, 103 pages. (ERIC ED 123 209)

Clinical experience and clinical practice in nursing, business administration, allied health, and clinical psychology is explored in a series of four papers included in this monograph. A fifth paper explores additional professions and draws implications for SBTE.

No. 6. Stell, E. A., et al., A Task Analysis of Staff Development Personnel in Selected Public School Districts, March, 1976, 32 pages. (ERIC ED 124 515)

Nineteen practicing School Based Teacher Educators in the Houston area were interviewed to provide data for deriving SBTE competencies through task analysis.

No. 7. Cooper, J. M., et al., Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses, July, 1976, 22 pages. (ERIC ED 131 039)

The process used in identifying SBTE competencies is described, including the analyses of members of the national panel of experts, and the results of the state survey of perceptions are reported in this monograph.

No. 8. Houston, W. R., et al., Credentialing School Based Teacher Educators: Basis for Decisioning, August, 1976, 63 pages.

This publication discusses the issues involved in SBTE credentialing and the criteria for decisioning, reports results of study of perceptions of Texas educators, and outlines plans recommended by twelve panels.

No. 9. Houston, W. R., et al., School Based Teacher Educator Project: Report of First Year Activity, 1975-1976, June, 1976, 81 pages.

Activities and outcomes of the first year of the SBTE project are summarized in this document.

No. 10. Rand, C., Ed. Resources for School Based Teacher Educators, May, 1977, 364 pages.

Hundreds of commercially-available resources to assist school based teacher educators in achieving competence and working with teachers are catalogued in this document, corss-referenced by competency statements and sub-objectives.

No. 11. Warner, A. R., et. al., Preparing School Based Teacher Educators, June, 1977. 28 pages.

The development of the School Based Teacher Educator Series of five instructional units under the guidance of the Training Specifications Task Force is contained in this monograph. Included are the basic assumptions for training; the identification of target areas for materials development, pilot testing and revision; and descriptions of the complete instructional units.

No. 12. Houston, W. R., Cooper, J. M. and Warner, A. R., School Based Teacher Educator Project: Report of Second Year Activities, 1976-77, June, 1977. 112 pages.

Activities and outcomes of the second year of the SBTE Project are summarized in this document.

No. 13. Cooper, J. M., Houston, W. R., and Warner, A. R., Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies, June, 1977, 49 pages.

A companion piece to Publications 10 and 14, this monograph specifies more specific, behavioral statements of purpose derived from twenty school based teacher educator competency statements, suggests evidence that might be acceptable for judging the attainment of objectives,and states criteria that may be used for judging the adequacy of evidence.

No. 14. Cooper, J. M., Houston, W. R., and Warner, A. R., Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies, May, 1977, 13 pages.

Sixty-six items designed to capture the essence of the twenty competency statements are set forth here. Based on the results of this self-assessment instrument, teacher center personnel, together with SBTEs, can establish priorities for those competency areas in which training will be offered.

No. 15. Kingery, D., Implementing the School Based Teacher Educator Program in Teacher Centers, May, 1977, 30 pages.

Written by one who has been involved for many years in the Texas teacher center movement, this document sets forth practical guidelines for placing the School Based Teacher Educator concept into practice in teacher centers.

Journal Articles and Book Chapters

Over the past two years several articles featuring the SBTE Project and/or written by project staff have been published, and a book chapter has been requested to appear in the near future. These publications are listed below.

Houston, W. R., Cooper, J. M., and Warner, A. R., Developing the role of the school based teacher educator: Part I. Staff Development Newsletter, 1976, 3(1), 1-6.

Houston, W. R., Cooper, J. M., and Warner, A. R., Developing the role of the school based teacher educator: Part II. Staff Development Newsletter, 1976, 3(2), 1-6.

Warner, A. R., Houston, W. R., and Cooper, J. M., Rethinking the Clinical concept in teacher education. Journal of Teacher Education, 1977, 28(1), 15-18.

Houston, W. R., Warner, A. R., and Cooper, J. M., The increasing role of the school based teacher educator. To be published as a chapter in a document published by The New York Teachers Corps Network, 1977.

"School Based Teacher Educators -- On-Site Training is Focus of Statewide Competency Program in Texas" Competency Forum, Spring, 1977.

Instructional Units

Five instructional units comprise The School Based Teacher Educator Series. A basic package, consisting of a participant's manual for each unit, five filmstrips, seven cassette audiotape programs, and a facilitator's manual for all five units, is available for purchase from the Houston Teacher Center, 466 Farish Hall, University of Houston, Houston, Texas 77004. The five units are

1. Exploring Clinical Practice
2. Interpersonal Communication
3. Planning
4. Classroom and School Data Collection Procedures
5. Data Presentation and Analysis

Each of these units and the complete set is described in Section III of this report.